

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

Tuesday, 16th May, 2023

10.00 am

Council Chamber





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Tuesday, 16 May 2023 at 10.00 am
Council Chamber

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

Membership

Conservative:	Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr P V Barrington-King, Mr D Beaney, Mrs B Bruneau, Mr G Cooke, Ms S Hamilton, Mr D Jeffrey, Mr S C Manion, Mrs M McArthur and Mr A Sandhu, MBE
Labour:	Mr A Brady and Dr L Sullivan
Liberal Democrat:	Mrs T Dean, MBE
Green and Independent:	Mr P Stepto
Church Representatives:	Mr M Reidy, Mr J Constanti and Mr Q Roper
School Governor Representatives	Mrs K Moses and Ms R Ainslie-Malik

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 8 March 2023 (Pages 1 - 8)
- 5 Verbal Update by Cabinet Members
- 6 Performance Monitoring (Pages 9 - 72)
- 7 Ofsted Update (Pages 73 - 98)
- 8 Inclusion and Pupil Referral Units (Pages 99 - 106)

- 9 Frontline Partner Authority and Early Adopter bid for Early Careers Framework (Pages 107 - 110)
- 10 Response to Social Care Review consultation
Report to follow.
- 11 23/00051 Post 16 Transport Policy Statement 2023/24 (Pages 111 - 130)
- 12 23/00050 Services provided by The Education People (Pages 131 - 148)
- 13 23/00046 Designated Key Worker Grant (Pages 149 - 188)
- 14 23/00039 Countywide Approach to Inclusive Education (CATIE) (Pages 189 - 232)
- 15 23/00036 School Term Dates 2024-25 (Pages 233 - 248)
- 16 23/00035 Care Leavers Covenant (Pages 249 - 288)
- 17 Work Programme (Pages 289 - 290)

EXEMPT ITEMS

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

Benjamin Watts
General Counsel
03000 416814

Friday, 5 May 2023

KENT COUNTY COUNCIL

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber on Wednesday, 8th March, 2023.

PRESENT: Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr A Brady, Mr G Cooke, Mr A Sandhu, MBE, Dr L Sullivan, Mr M Reidy and Mr H Rayner

OTHER MEMBERS: Sarah Hudson

UNRESTRICTED ITEMS

1. Apologies and Substitutes
(Item 2)

Apologies were received from Canon Dr Roper, Mrs Dean, Mrs McArthur, Mr Barrington-King, Mr Manion and Mr Jeffery for whom Mr Rayner was present.

Ms Ainslie-Malik, Mrs Moses, Ms Bruneau, Mr Stepto, Mr Beaney and Mrs Hamilton participated virtually.

2. Declarations of Interest
(Item 3)

Mrs Hamilton declared an interest in agenda item 10.

3. Minutes of the meeting held on 17 January 2023
(Item 4)

1) RESOLVED that the minutes of the meeting held on 17 January 2023 were correctly recorded and that they be signed by the Chairman.

2) It was noted that Ms Ainslie-Malik was present virtually.

4. Verbal Update by Cabinet Members
(Item 5)

1) Mrs Chandler said that she was pleased to be giving her update on International Women's Day and the hashtag being used on social media was: #embraceequity. She had been to Discovery Park to the Skills Hub – it had been very successful in encouraging young people and in particular, girls to participate in science. Early participation was being encouraged.

The Social Connections Service took a group of over 30 UASC young people on a special trip to the Oval Cricket Ground in half term. They all had a lovely, recorded welcome from International Cricketer and Afghan, T201 Captain, Rashid Khan. An interpreter was provided who supported them on a tour of the grounds and the museum.

They played cricket with coaches from the Oval, who identified three of them as having extraordinary skill. Some of the young people had the opportunity to work on an iMac editing tool. Since then, the Oval had been in touch with the offer of the group going back for a T20 game in the summer.

There had been record for the month of February in terms of the number of UASC arrivals, totalling 113. The previous record was 92 which was in 2022.

As of 3 March, the total number of UASC arrivals for 2023 was 189, so roughly on par with the same time in 2022. Of the 99 UASC referrals made in the previous 4 weeks, 42 of these had been identified as coming from Afghanistan, the youngest of which was aged just 11 years old.

Mrs Chandler said Medway Council had made a legal challenge to the Home Office in respect of accepting UASCs when the mandation was introduced. Medway Council's challenge had not been successful and the outcome strengthened the National Transfer Scheme.

On Wednesday 22 February, Mrs Chandler visited the Front Door Team at Kroner House in Ashford. She was encouraged by the positive attitudes and level of knowledge shown by all the staff she met, and she could see how dedicated and determined they were to ensure the safety of Kent's children and young people. The strong working relationships that were in place with colleagues from Kent Police were also noted. Thanks were given to every member of the Front Door team for their continued hard work.

Members were reminded everyone has a role to play in ensuring the safeguarding of children in Kent, so should anyone have any concerns about the welfare of a child, they were asked to please call 03000 41 11 11 or email social.services@kent.gov.uk and the Front Door team were on hand to investigate. Members were reminded that where a child is in immediate danger, to please call 999 in the first instance.

2) Mr Love said that secondary school offer day for children across Kent was on 1 March. There had been a record number of applications, totalling 22,620, an increase of over 700.

The number of Kent pupils offered a place at their first-preference school went up by 291 to 14,865 although the percentage had fell slightly from 79.59% to 78.21%.

However, the number and percentages of those being offered their second, third or fourth choices went up, so the percentage of those allocated a place at a school for which they did not make a preference at all fell to under 5% - the lowest since 2018.

Thanks and congratulations were given to the KCC staff in the admissions team who, every year, worked tirelessly to try to meet the secondary school choices of so many pupils and parents.

KCC supported all those who did not receive one of their 4 choices and had allocated an alternative school accordingly. For those who were unhappy with their

allocation, applicants were advised to request to join the waiting list of any school they wanted to be considered for by Wednesday 15 March.

Any appeals for named schools had to be lodged with KCC by Tuesday 28 March to be heard on time. KCC was to hold a second round of offers on Tuesday, 25 April, for any spaces that had become available. KCC staff were ready to answer any questions that parents and carers had throughout the remainder of the application process, and were available to offer information, advice and support.

Details of what parents and carers needed to do regarding all of these processes were outlined in the emails and letters they received on offer day.

The first two meetings of the Kent SEND Strategic Improvement and Assurance Board had taken place, chaired by Deborah Glassbrook, an independent SEND adviser from the Local Government Association.

Mr Love said that this was a valuable tool in helping KCC to deliver the improvements that were underway in the nine areas of weakness identified in the 2019 Local Area SEND Inspection and the Inspection Revisit (2022). The Board would hold all partners to account, to make sure improvements were achieved. Thanks were given to all participants of the Board for their input so far.

KCC was to provide support during the Easter holidays via the Holiday Activities and Food Programme (HAF) which would be available to children who received benefits-related free school meals, and to other vulnerable children. This was to be in the form of free holiday club places and food support. More details were to be made available nearer the time.

Kent was set to receive £5.56m from the government in the current financial year so work was to be undertaken to ensure every penny was put to the best possible use to help those who needed support the most during these challenging times.

The Minister for Children, Families and Wellbeing, Claire Coutinho, had also announced the first annual HAF Awards. The HAF 2023 Awards would recognise outstanding HAF providers and showcase some of the innovative and effective practice. Kent as a local authority was to have the opportunity to nominate any providers who delivered excellent service to children and young people over the holiday periods. Members and staff were encouraged to make nominations to showcase some of the fantastic work taking place across Kent.

On Tuesday, 21st February, Mr Love visited Hadlow College, part of the North Kent Further Education offer, alongside the Director of Education, Christine McInnes.

With the upcoming reclassification of colleges in England to public sector bodies, Mr Love was keen to ensure KCC built stronger partnerships Further Education providers across the country. He was looking forward to taking the opportunity to visit other college campuses over the coming year.

5. Performance Monitoring *(Item 6)*

Katherine Atkinson, Assistant Director of Management Information and Intelligence; Sarah Hammond, Corporate Director of CYPE; Stuart Collins and Christine McInnes, Director of Education were in attendance for this item

1) Ms Atkinson introduced the report.

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

- Kent's attainment data had been compared to national data, as there had been gaps in the data due to the pandemic. It was noted that the largest gap in attainment was with children receiving free school meals. A number of programmes and commissioned services were in place to address this. There was also a review of The Education People (TEP) services around school improvement.
- There were national challenges around both attendance and exclusions. Additional resources had been put into the PRU, Inclusion and Attendance Service (PIAS).
- There was discussion about data and using data effectively, to 'sense check' what is being seen at operational level and to give early indicators of when there was a change of trajectory in a particular area of work. The data being provided should assist Members to ask the 'right' questions.

3) RESOLVED to note the report.

6. Ofsted Update *(Item 7)*

Katherine Atkinson, Assistant Director of Management Information and Intelligence and Christine McInnes, Director of Education were in attendance for this item

1) Ms Atkinson introduced the report.

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

- Concerns were raised about the standards at grammar schools in Kent. There were some projects ongoing. The first looking at inclusion within grammar schools and the sharing of good practice on this. Another was looking at academy groups that had mixed selective and non-selective schools, with mixed selective and non-selective leaders learning across the piste, sharing good practice around attainment. It was important work in terms of informing KCC's policy for academisation and models of working.

3) RESOLVED to note the report.

7. Risk Management: Children's, Young People and Education *(Item 8)*

Mark Scrivener, Corporate Risk & Assurance Manager and Sarah Hammond, Corporate Director for CYPE, were in attendance for this item

1) Mr Scrivener outlined the report.

2) Further to questions and comments from Members

- It was clarified that when the Kent Safeguarding Children Multi Agency Partnership (KSCMP) reported to the Cabinet Committee, this included the reports of the Independent Scrutineer.
- There was an agreement in place with the Home Office capping the numbers of UASCs being looked after on a temporary basis. It remained a challenge and the High Court judgement ruling that Medway Council had to participate in the National Transfer Scheme was welcomed.

3) RESOLVED to agree the recommendations.

8. Contracts Register

(Item 9)

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

1) Ms Holden outlined the report.

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

- A request was made for more information and detail about the contracts register.

3) RESOLVED to note the report.

9. Proposed Revision of Rates Payable and Charges Levied for Children's Services in 2023-24

(Item 10)

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

1) Mrs Hamilton declared an interest in this agenda item.

2) Ms Stone outlined the report.

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

10. Independent Adoption Support Services

(Item 11)

Christy Holden, Head of Strategic Commissioning (Children and Young People's Services) and Madeline Bishop, Commissioner (Children and Young People)

1) Ms Holden outlined the report.

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

- There was ongoing work. And comprehensive framework of capturing feedback.
- Other local authorities in the country were looking to use the approach that had been used in Kent. It was felt it was very valuable to have an independent commissioned service providing this sensitive work with families whose children have been removed, adoptive parents and adopted children.
- The funding arrangements for the Regional Adoption Agency (RAA) were in place up to 2025 but it was expected that arrangements would continue.

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

11. Family Hub Transformation Funding

(Item 12)

Hema Birdi, Assistant Director (Adolescents and Open Access); Stuart Collins, Director of Integrated Children's Services and David Adams, Area Education Officer were in attendance for this item

1) Mr Collins introduced the report.

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

- A summary of the delivery plan and a breakdown of the requirements stipulated by Department for Education (DfE) had been provided previously. The provision had continued to be delivered from children's centres and youth hubs – the model of delivery had not changed but work was being undertaken with partners to move to a new model of delivery.
- Parents, carers and young people were being consulted with about the form that Family Hubs would take. All information was being taken into account to develop, with KCC's partners, what the Family Hubs would look like.
- KCC had not applied for the Youth Investment Fund. The initial work had not identified gaps in provision where an application for this funding was appropriate. The Youth Investment Fund was a capital stream of funding rather than a revenue stream and therefore, it was questioned how services could be supported without finding additional revenue funding.
- It was highlighted that the report presented was about places and spaces, not delivery. Further information would be brought to the Cabinet Committee as progress was made.

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

12. Additional funding required to complete the satellite provision of The Beacon, Folkestone at the former Walmer Science College

(Item 13)

David Adams, Area Education Officer (South Kent) was in attendance for this item

1) Mr Adams outlined the report.

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

- A number of factors had contributed to the increase in costs. The process that was used to estimate the costs previously had since changed and this had improved accuracy in estimating cost. There had been a change in the number of pupils proposed to be supported and there had been assumptions around the quality of existing buildings that had been too optimistic. The original cost estimate had been poor.

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

13. Expansion of Wrotham Academy
(Item 14)

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

1) Mr Abrahams outlined the report.

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

- Thanks were given to officers and to the Cabinet Member for their full consultation with local Members regarding this expansion.
- The final completion of the project was expected for the September 2025 entry. Elements of the scheme were to be completed before then and it was expected that some pupils would start in Year 7 from 2024, as accommodation allowed.

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

14. Allocation of additional basic need funding to permanently expand Borden Grammar School, Avenue of Remembrance, Sittingbourne, ME10 4DB from 120 places to 150 places for September 2024
(Item 15)

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

1) Ms White outlined the report.

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

- If the additional funding was not agreed by the Cabinet Member, the work relating to the kitchen and dining facilities would not be completed.

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

15. Complaints and Representations 2021-22
(Item 16)

Claire Thomson, Children's Complaint and Customer Care Manager and Sarah Hammond, Corporate Director of CYPE, were in attendance for this item

1) Ms Thomson outlined the report.

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

- Concerns were raised around support for staff. It was felt that an increase in complaints had been expected and the Children's Complaints and Customer Care Team were impartial but were as supportive as possible to staff who were subject to complaints. It was recognised that some complaints were about KCC as a whole and not individuals. The aim was to seek a resolution or at least an explanation where something had gone wrong with services.
- Concerns were being raised about the number of upheld complaints and it was questioned whether enough was being done to ensure lessons were learned.

Members were advised that lessons learned from complaints were part of service improvement.

- It was acknowledged that some complaints could not be addressed through this process – and KCC had to work in partnership with others also working with children. Some complaints could not be dealt with by the local authority, such as about specific schools or certain aspects of the EHCP process had to be addressed through tribunals.

3) RESOLVED to note the report.

16. SACRE annual report
(Item 17)

RESOLVED to note the report.

17. Work Programme
(Item 18)

RESOLVED to agree the work programme.

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

February 2023

Produced by: Management Information & Intelligence, KCC

Publication Date: 25th April 2023



This page is intentionally blank

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
-  New indicator - historical data not available

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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

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

DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS


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

as at Jan 2023

131,701 pupils in 459 primary schools
 25.1% with free school meals (23.1%)

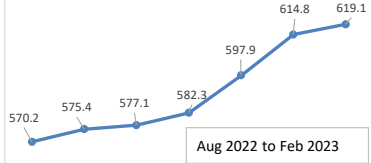
112,409 pupils in 101 secondary schools
 21.3% with free school meals (20.9%)

6,046 pupils in 24 special schools
 43.6% with free school meals (44.7%)




as at Feb 2023

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



as at Feb 2023


Open cases



Intensive Early Help	2,749 (Families)
Open Social Work Cases	11,948
<i>Including:</i>	
• Child Protection	1,420
• Children in Care	1,949
• Care Leavers	2,056

as at Feb 2023

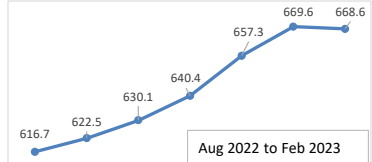
Ofsted good or outstanding



EY providers	95.6%	(96%)
Primary	91.9%	(90%)
Secondary	87.8%	(80%)
Special	88%	(89%)

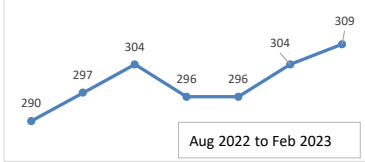
as at Feb 2023

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




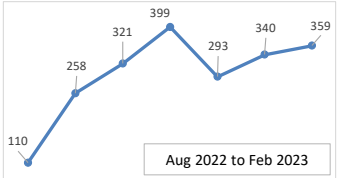
as at Feb 2023

Number of First Time Entrants into the Youth Justice system




as at Feb 2023

Requests for SEND statutory assessment

as at Feb 2023


Activity at the Front Door (children)



Total contacts	6,744
Number resolved at FD	2,990
Number to CSWS	1,624
Number to EH Units	1,529

as at Feb 2023

Open Access Indicators



Number of Focused Support Requests started during the month	163
• by Children Centre	81
• by Youth Hub	82
% of Focused Support Requests supported by Open Access after 3 months	58%
Number of clients supported (interventions and sessions)	9,403

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2022 school census and based on state funded schools only
- Ofsted National averages are as at 28th February 2023, except EY Providers average which is as at August 2022

Directorate Scorecard - SEND Monthly Indicators

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
APP16	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		34.4	29.0	27.6	39.4	39.8	32.6	37.2	54	145	↑	60	RED	41.4	60	RED	64.0	59.9	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.4	10.4	10.5	10.6	10.5	10.6	10.6	2,036	19,142	↔	9	RED	10.4	9	AMBER	N/A	N/A	Yes
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		47.3	66.6	41.1	23.6	21.8	21.4	23.8	94	395	↓						N/A	N/A	
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		37.4	36.8	38.1	38.4	36.5	32.1	29.3	499	1,706	↑						N/A	N/A	
	Percentage of SEND posts filled by permanent staff	H	MS						68.7											N/A	N/A	
	Percentage of SEND posts filled by agency staff	L	MS						17.2											N/A	N/A	
APP20	Percentage of vacancies in the SEND service	L	MS						14.1											N/A	N/A	
APP21	Percentage of audited EHCPs rated good or better	H	MS		48.3	48.5			50.0					↑						N/A	N/A	

Commentary on Education SEND Indicators:

One of the barriers to issuing EHCPs within 20 weeks has been the backlog within the Educational Psychology service for Educational Psychology assessments. Focused work has been taking place to reduce this backlog, which has reduced significantly in the last two months, which should then translate into a reduced number and proportion of SEND requests waiting for more than 20 weeks. Another contributory factor is staffing challenges. Recruitment is underway to the new structure, and the service are now monitoring vacancy and agency rates. This is new monitoring but going forward will enable us to monitor the situation more clearly and see the impact on timeliness of EHCPs, as well as in other areas of the service such as Annual Reviews.

As well as improving our processes and timescales we are working hard to improve the quality of plans. There is significant work taking place currently to develop and pilot a new audit tool, as part of a new Quality Assurance Framework within SEND. However, the existing audit tool has been in place since May 2021, and started by auditing the quality of EHCPs finalised in 2019 and 2020, before moving into a cycle of audits every quarter. We therefore have some valuable trend data, showing that our percentage of plans rated good or better was only 2% for 2019, 3% for 2020, and 27% for 2021. This rose to 47% for 2022 as a whole and reached 50% in December 2022. Whilst there is a way to go progress over the last year has been significant and this provides a sound base that the new Quality Assurance Framework will build on.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.1	20.9	20.7	20.9	21.0	21.5	21.6	4861	22480	↓	25.0	GREEN	22.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.9	90.7	89.6	88.7	87.6	86.4	85.0	1609	1892	↓	90.0	AMBER	93.1	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	✓	21.4	22.1	22.9	22.5	22.6	22.3	22.6	358	1586	↓	20.0	AMBER	19.8	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	✓	75.1	75.3	75.0	74.3	74.8	75.5	74.4	346	465	↓	70.0	GREEN	76.1	70.0	GREEN	64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	75.0	74.8	74.7	74.6	75.5	75.0	74.8	821	1097	↓	85.0	RED	78.3	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	✓	368.5	370.0	374.3	368.8	362.8	359.2	353.2	15892	45	↑	426.0	GREEN	391.1	426.0	GREEN	372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	62.1	62.6	62.3	62.0	62.9	63.9	63.7	886	1390	↓	65.0	AMBER	57.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.0	82.2	82.2	80.9	80.9	84.5	84.5	517	612	↔	80.0	GREEN	79.9	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	74.6	75.8	78.7	79.4	78.1	75.3	75.1	437.7	583.2	↓	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		16.3	15.6	15.7	15.9	17.0	17.7	17.6	1737	99.0	↑	15.0	AMBER	16.0	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		25.5	24.5	24.8	24.1	23.6	24.6	24.3	6111	251.7	↑	18.0	RED	25.9	18.0	RED	N/A	N/A	
EH72	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.4	27.6	27.5	27.9	27.8	27.8	27.8	2955	10614	↔	25.0	AMBER	26.6	25.0	AMBER	28	N/A	Yes
EH52	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		84.7	85.1	85.5	86.4	86.8	87.5	88.2	5073	5751	↑	85.0	GREEN	85.3	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	85.9	85.9	87.3	87.3	88.0	88.0	139	158	↔	80.0	GREEN	78.1	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		13.4	13.5	13.5	13.7	13.4	13.7	13.6	636	4693	↑	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		11.5	12.3	12.7	13.1	13.0	14.2	14.6	2424	166.3	↓	15.0	GREEN	15.6	15.0	AMBER	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
								Rate	Numerator	Denominator									
					Q4 21-22	Q1 22-23	Q2 22-23	Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		39.4	40.3	34.4	28.6	104	364	↑			39.4	35.0	RED	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	2.4	2.4	2.7	3.0	3.6	3.4	1,157	34,193	↑	2.8	AMBER	3.0	2.9	AMBER	2.5	2.8	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		16	20	18	15	13	13	14	N/A	N/A	↓	12	AMBER	16	8	RED	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		34	33	34	40	43	45	42	N/A	N/A	↑	24	RED	34	27	RED	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.9	87.4	87.9	87.2	88.0	86.2	80.6	2,556	3,172	↓			87.4	90	AMBER	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		89.0	88.0	88.5	84.4	81.0	71.8	64.2	1,284	2,000	↓			88.0	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 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		78.6	69.6	61.3	68.6	3,445	5,025	70	AMBER	↑	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	65.8	11,951	18,149	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	22.6	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68	N/A	N/A	59	11,084	18,787	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	28	N/A	N/A	N/A	N/A	↓		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.3	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	18.5	N/A	N/A	N/A	N/A	↓		18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.23	N/A	N/A	37.68	N/A	N/A	N/A	N/A	↑		38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	32.01	N/A	N/A	N/A	N/A	↑		32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34.61	N/A	N/A	N/A	N/A	↑		34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	4.8	12,698	265,806	3.0	RED	↓	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90.1	15,486	17,175	90	GREEN	↑		91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	79.6	14,574	18,311	77	GREEN	↑		83.3	83.3	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.7	19.1			8.7						
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	15.6	29.2			14.5						

The data sources for 2022 attainment data are as follows: FSP = DfE Published Data, 24th November 2022. KS2 = DfE Published Data, 15th December 2022. KS4 = DfE Published Data, 2nd February 2022. KS5 = DfE Published Data, 2nd February 2022.

Directorate Scorecard - Kent KPIs

SEND Indicators

Following discussion at CYPE Cabinet Committee on 29 November 2022, the SEND indicators in this scorecard have been reviewed and additional ones have been developed. A new SEND section (incorporating all existing SEND indicators, and new indicators) has been added to this scorecard.

Persistent Absence Indicators

The Covid 19 Pandemic had a notable impact on pupil attendance at Kent schools during the 2021/22 academic year. From increased levels of illness in Autumn 2021 and early Spring 2022 to the difficulties in getting certain groups of the pupil population to re-engage with school life the increases in Total Absence and Persistent Absence are widespread compared to 2020/21. This is mirrored nationally.

An Attendance Working Group has been set up with a number of focused subgroups which are taking forward the work to improve attendance in Kent, and to produce clear guidance and support for schools and for our frontline practitioners.

All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.

Commentary on Integrated Children's Services Indicators:**Children's Social Care**

RED: At 74.8% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, has fallen just below the floor standard of 75.0%, resulting in a change of RAG banding from AMBER to RED. The target of 85.0% is an aspirational target set to drive up the use of in-house provision and historically performance has remained stable at around 80.0%. However several factors contributed to the decrease in more recent performance. There has been an increase in the number of children in care, some of which is due to the extended timescales for care proceedings to be concluded which has meant that many babies and younger children are remaining in care longer. Recruitment and retention of foster carers also remains a challenge especially during the current cost of living crisis, not only for Kent but across the South region and nationally. This has been highlighted within the recent Government Social Care Review which was published in May 2022. Foster homes for children to live together with their parents and homes for siblings remains a high priority but recruitment of these provisions within Kent remains a significant challenge. Actions being taken include a continuous focus on the recruitment of foster carers, with particular emphasis on some geographical areas and types of carers required, for example to increase the number of foster carers who are able to accommodate parent and child placements.

RED: The average caseload in the Children's Social Work Teams (CSWT) is 24.3 cases, which is above the target caseload of no more than 18 children/young people. The challenge of high caseloads was raised by Ofsted during their inspection of children's services and a Task and Finish group was established to identify the causes and to make recommendations. Some of the factors being considered are: recruitment and retention of social workers; the establishment levels for social work staff; the distribution of those establishment levels across the service, both geographically and across different types of teams; the throughput of cases; and the roles of support staff including Social Work Assistants and Business Support Officers. The annual collection of Children's Social Care Workforce data, when published, will provide a national overview for the Social Work workforce as at 30th September 2022 and will include comparative information on Social Worker vacancies, caseloads and rates of staff turn-over.

AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.0%, which is below the Target of 90.0% Target. Reasons for the month-on-month drops in performance are being investigated. No comparative data for other local authorities is available, but the completion rates within Kent are considered to be high.

AMBER: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.6% which is just outside the target range of 17.5% - 22.5% and compares to average rates for England of 23.3%, Statistical Neighbours 23.8% and the South East 23.7% (2021/22).

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 63.7% and close to the Target of 65.0%. Performance has been improving throughout the year, from 59.6% in April 2022.

AMBER: The percentage of case holding posts filled by permanent qualified social workers is 75.1% which is below the target of 85.0% (which is based on the national average for Agency Social Workers of 15%), Actions being taken include those noted above with regard to average caseloads.

AMBER: The average caseload in the Children in Care (CIC) Teams is 17.6 cases, which is above target of no more than 15 children/young people. This is an increase compared to the previous six months and is a result of a 9.8% increase in the number of Children in Care between April 2022 and February 2023. A comprehensive set of measures to improve the recruitment and retention of social workers is in place, aimed at reducing the average caseloads for all teams.

GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 21.6% for December 2022, achieving the Target of below 25.0%. This performance compares to the latest published England average of 21.5%, 20.4% for Kent's Statistical Neighbours and 25.9% for the South East (all comparative rates are for 2021/22 performance).

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 74.4% and above the Target of 70.0%. Kent's performance remains above the latest published average for Kent's Statistical Neighbours of 72.1%, the average for the South East of 68.0% and the England average of 71.0% (comparative data is for 2021/22).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 353 days, within the nationally set target of less than 426 days. The average number of days had been increasing as a result of delays to court hearings but in recent months the average number of days has started to reduce, improving performance against this measure. This compares to the latest published England average of 367 days, the average of 333 days for Kent's Statistical Neighbours and an average of 364 for local authorities in the South East Region (data is for 2021/22).

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 84.5%, which is above the 80.0% Target.

Intensive Early Help

AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 27.8%, which is above the target of 25.0%. Performance has remained stable over the previous six months.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at 88.2%, achieving the target of 85.0%

GREEN: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 88.0%, achieving the 80.0% target.

GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.6%, achieving the Target of less than 15.0%

GREEN: The average caseload within Early Help Units is 14.6 families, achieving the Target of no more than 15 families..

Directorate Scorecard - Kent KPIs

Commentary on Education Indicators:

The majority of education indicators are annual. The attainment and progress targets for the latest set of results have been removed due to the impact of Covid on outcomes. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued where targets exist.

RED: The number of permanent exclusions from secondary schools at 42 pupils is above the target of 24. PIAS Inclusion Advisers work regularly with SEND Inclusion Advisers and Specialist Teachers using reports produced by the Management Information team with the latest data which identifies pupils who have been persistently suspended to ensure support is in place from the LA to try to reduce suspensions and risks of permanent exclusion. PIAS will be moving into the Education line of the CYPE directorate in September which will enhance opportunities to work with colleagues from the SEN service to examine the correlation between pupils with SEN and suspensions, and put in robust action plans in the new academic year.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in February was 3.4% which is above the target of 2.8%. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the DfE uses the rolled average for December, January and February. Provisional data for 2022/23 shows Kent to have 3.3% NEETs, which combined with the Not Known cohort (2.5%) the aggregate figure is 5.8%. The latest national NEET and participation scorecard that has been published by the Department of Education for 2021/22 shows Kent to be 5.1% compared to the South East at 5.4% and England at 4.7%.

AMBER: 14 primary aged pupils were permanently excluded from school during the last 12 months; two pupils above the target.

GREEN: The percentage of parents getting first preference of primary school is 90.1%.

GREEN: The percentage of parents getting first preference of secondary school is 79.6%.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.

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

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22			SN or SE						
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		74.0	N/A	N/A	65.8	11,951	18,149	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	22.6	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		24.1	N/A	N/A	17.6	N/A	N/A	N/A	N/A	↑				
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		50	N/A	N/A	48.6	N/A	N/A	N/A	N/A	↑		48.2	48.0	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		74	N/A	N/A	66.3	N/A	N/A	N/A	N/A	↑		67.6	67.3	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		68	N/A	N/A	59	11,084	18,787	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	28	N/A	N/A	N/A	N/A	↓		27	22	Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		30.7	N/A	N/A	32.6	N/A	N/A	N/A	N/A	↓				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		50	N/A	N/A	48	N/A	N/A	N/A	N/A	↑		49	48	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		69	N/A	N/A	61	N/A	N/A	N/A	N/A	↑		61	62	
	Progress score in Reading at KS2 - all pupils	H	A		0.00	N/A	N/A	-0.8	N/A	N/A	N/A	N/A	↓		-0.2	0.0	
	Progress score in Reading at KS2 - FSM Eligible	H	A		-0.90	N/A	N/A	-2.2	N/A	N/A	N/A	N/A	↓		-1.6	-0.9	Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.80	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓				
	Progress score in Reading at KS2 - SEN Support	H	A		-1.40	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓		-1.7	-1.2	
	Progress score in Reading at KS2 - SEN EHCP	H	A		-4.30	N/A	N/A	-5.4	N/A	N/A	N/A	N/A	↓		-5.0	-4.5	
	Progress score in writing at KS2 - all pupils	H	A		0.30	N/A	N/A	0.1	N/A	N/A	N/A	N/A	↓		-0.3	0.0	
	Progress score in writing at KS2 - FSM Eligible	H	A		-0.70	N/A	N/A	-1.2	N/A	N/A	N/A	N/A	↓		-1.5	-0.8	Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-0.80	N/A	N/A	-2.3	N/A	N/A	N/A	N/A	↓				
	Progress score in writing at KS2 - SEN Support	H	A		-1.70	N/A	N/A	-1.8	N/A	N/A	N/A	N/A	↓		-2.0	-1.6	
	Progress score in writing at KS2 - SEN EHCP	H	A		-4.10	N/A	N/A	-4.4	N/A	N/A	N/A	N/A	↓		-4.6	-4.1	
	Progress score in maths at KS2 - all pupils	H	A		-0.40	N/A	N/A	-0.9	N/A	N/A	N/A	N/A	↓		-0.3	0.0	
	Progress score in maths at KS2 - FSM Eligible	H	A		-1.70	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓		-2.1	-1.2	Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-1.50	N/A	N/A	-2.8	N/A	N/A	N/A	N/A	↓				
	Progress score in maths at KS2 - SEN Support	H	A		-1.90	N/A	N/A	-2.2	N/A	N/A	N/A	N/A	↓		-1.5	-0.9	
	Progress score in maths at KS2 - SEN EHCP	H	A		-5.00	N/A	N/A	-4.8	N/A	N/A	N/A	N/A	↑		-4.3	-3.9	

Directorate Scorecard - Kent KPIs - Vulnerable Learners

All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.

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

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
								2021-22					SE Region				
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.4	N/A	N/A	49.3	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	18.5	N/A	N/A	N/A	N/A	↓		18.8	15.0	Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		26.7	N/A	N/A	27.3	N/A	N/A	N/A	N/A					
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		15.8	N/A	N/A	16.7	N/A	N/A	N/A	N/A	↓		18.9	17.7	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		38.9	N/A	N/A	39.5	N/A	N/A	N/A	N/A	↓		39.4	38.3	
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.12	N/A	N/A	-0.19	N/A	N/A	N/A	N/A	↓		-0.03	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		-0.86	N/A	N/A	-0.90	N/A	N/A	N/A	N/A	↓		-0.81	-0.59	Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-1.58	N/A	N/A	-1.48	N/A	N/A	N/A	N/A					
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.68	N/A	N/A	-0.70	N/A	N/A	N/A	N/A	↓		-0.52	-0.47	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.45	N/A	N/A	-1.62	N/A	N/A	N/A	N/A	↓		-1.36	-1.33	

The data sources for 2022 attainment data are as follows:

FSP = DfE Published Data, 24th November 2022.
 KS2 = DfE Published Data, 15th December 2022.
 KS4 = DfE Published Data, 2nd February 2023.

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE11	Number of Secondary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE12	Number of Special Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Feb 2023	March 2023
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 Feb 2023	March 2023
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 Feb 2023	March 2023
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Feb 2023	March 2023
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Feb 2023	March 2023
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 Feb 2023	March 2023
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Feb 2023	March 2023
EH05-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Feb 2023	March 2023
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Child Protection cases	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Children in Care	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Care Leavers	Liberi	Snapshot data as at end of Feb 2023	March 2023
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Dec 2021	March 2023
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of Feb 2023	March 2023
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of Feb 2023	March 2023
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of Feb 2023	March 2023
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of Feb 2023	March 2023
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of Feb 2023	March 2023
SEND Indicators				
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Autumn and Spring data for academic year 2020-21	Snapshot data as at end of Feb 2023	March 2023
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Autumn and Spring data for academic year 2020-21	Snapshot data as at end of Feb 2023	March 2023
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Feb 2023	April 2023
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Feb 2023	April 2023
	Percentage of SEND posts filled by permanent staff	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of SEND posts filled by agency staff	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of SEND posts that are vacant	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of EHCP audits that are rated as good or better			

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
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 Feb 2023	March 2023
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Feb 2023	March 2023
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 Feb 2023	March 2023
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Feb 2023	March 2023
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Feb 2023	March 2023
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Feb 2023	March 2023
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Feb 2023	March 2023
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 Feb 2023	March 2023
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Feb 2023	March 2023
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Apr 2020 to March 2021 cohort	Jan 2023
CYPE11	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Feb 2023	March 2023
EH42	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 Feb 2023	March 2023
EH43	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 Feb 2023	March 2023
CYPE10	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Feb 2023	March 2023
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to Feb 2023	March 2023
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 December 2021	Oct 2022
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2021-22 DfE Published (LA) MI Calcs (Distr)	Nov 2022
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2021-22 DfE Published (LA) MI Calcs (Distr)	Nov 2022
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2021-22 DfE Published (LA) MI Calcs (Distr)	Dec 2022
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2021-22 DfE Published (LA) MI Calcs (Distr)	Dec 2022
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2021-22 DfE Published (LA) NPD Dataset (Distr)	Feb 2023
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2021-22 DfE Published (LA) NPD Dataset (Distr)	Feb 2023
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
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 2022
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2022-23	June 2022
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2022-23	June 2022
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Whole year data for academic year 2021-22	2021-22 DfE Published (LA) MI Calcs (Distr)	March 2023
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Whole year data for academic year 2021-22	2021-22 DfE Published (LA) MI Calcs (Distr)	March 2023

Indicator Definitions

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

Indicator Definitions

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

Page 23

Indicator Definitions

Code	Indicator	Definition
SEND Indicators		
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.
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
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND posts filled by permanent staff	The percentage of SEN posts that are currently filled by a permanent member of staff employed directly by KCC as a proportion of all posts within the SEN structure
	Percentage of SEND posts filled by agency staff	The percentage of SEN posts that are currently filled by a temporary member of staff employed either directly by KCC or via an agency as a proportion of all posts within the SEN structure
Page 2	Percentage of SEND posts that are vacant	The percentage of SEN posts that are currently not filled by any member of staff as a proportion of all posts within the SEN structure
	Percentage of EHCP audits that are rated as good or better	
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding
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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16-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.
Page 25	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.
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.
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 contact and additional information 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 information regarding a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE13	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

Page 26

Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

February 2023

Produced by: Management Information & Intelligence, KCC

Publication Date: 25th April 2023



This page is intentionally blank

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
- New indicator - historical data not available

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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

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

DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS


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

as at Jan 2023

131,701 pupils in 459 primary schools
 25.1% with free school meals (23.1%)

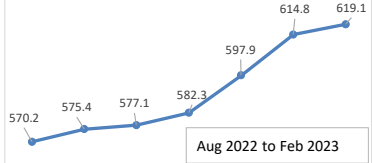
112,409 pupils in 101 secondary schools
 21.3% with free school meals (20.9%)

6,046 pupils in 24 special schools
 43.6% with free school meals (44.7%)




as at Feb 2023

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



as at Feb 2023


Open cases



Intensive Early Help	2,749 (Families)
Open Social Work Cases	11,948
<i>Including:</i>	
• Child Protection	1,420
• Children in Care	1,949
• Care Leavers	2,056

as at Feb 2023

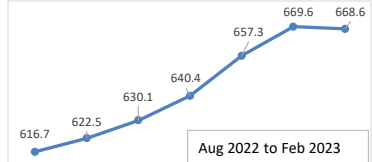
Ofsted good or outstanding



EY providers	95.6%	(96%)
Primary	91.9%	(90%)
Secondary	87.8%	(80%)
Special	88%	(89%)

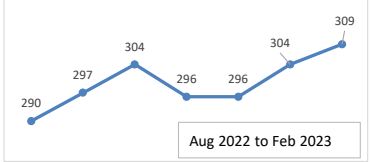
as at Feb 2023

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




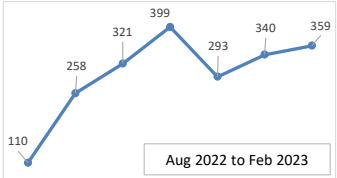
as at Feb 2023

Number of First Time Entrants into the Youth Justice system




as at Feb 2023

Requests for SEND statutory assessment

as at Feb 2023


Activity at the Front Door (children)



Total contacts	6,744
Number resolved at FD	2,990
Number to CSWS	1,624
Number to EH Units	1,529

as at Feb 2023

Open Access Indicators



Number of Focused Support Requests started during the month	163
• by Children Centre	81
• by Youth Hub	82
% of Focused Support Requests supported by Open Access after 3 months	58%
Number of clients supported (interventions and sessions)	9,403

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2022 school census and based on state funded schools only
- Ofsted National averages are as at 28th February 2023, except EY Providers average which is as at August 2022

Directorate Scorecard - SEND Monthly Indicators

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
APP16	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		34.4	29.0	27.6	39.4	39.8	32.6	37.2	54	145	↑	60	RED	41.4	60	RED	64.0	59.9	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.4	10.4	10.5	10.6	10.5	10.6	10.6	2,036	19,142	↔	9	RED	10.4	9	AMBER	N/A	N/A	Yes
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		47.3	66.6	41.1	23.6	21.8	21.4	23.8	94	395	↓						N/A	N/A	
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		37.4	36.8	38.1	38.4	36.5	32.1	29.3	499	1,706	↑						N/A	N/A	
	Percentage of SEND posts filled by permanent staff	H	MS						68.7											N/A	N/A	
	Percentage of SEND posts filled by agency staff	L	MS						17.2											N/A	N/A	
APP20	Percentage of vacancies in the SEND service	L	MS						14.1											N/A	N/A	
APP21	Percentage of audited EHCPs rated good or better	H	MS		48.3	48.5			50.0					↑						N/A	N/A	

Commentary on Education SEND Indicators:

One of the barriers to issuing EHCPs within 20 weeks has been the backlog within the Educational Psychology service for Educational Psychology assessments. Focused work has been taking place to reduce this backlog, which has reduced significantly in the last two months, which should then translate into a reduced number and proportion of SEND requests waiting for more than 20 weeks. Another contributory factor is staffing challenges. Recruitment is underway to the new structure, and the service are now monitoring vacancy and agency rates. This is new monitoring but going forward will enable us to monitor the situation more clearly and see the impact on timeliness of EHCPs, as well as in other areas of the service such as Annual Reviews.

As well as improving our processes and timescales we are working hard to improve the quality of plans. There is significant work taking place currently to develop and pilot a new audit tool, as part of a new Quality Assurance Framework within SEND. However, the existing audit tool has been in place since May 2021, and started by auditing the quality of EHCPs finalised in 2019 and 2020, before moving into a cycle of audits every quarter. We therefore have some valuable trend data, showing that our percentage of plans rated good or better was only 2% for 2019, 3% for 2020, and 27% for 2021. This rose to 47% for 2022 as a whole and reached 50% in December 2022. Whilst there is a way to go progress over the last year has been significant and this provides a sound base that the new Quality Assurance Framework will build on.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.1	20.9	20.7	20.9	21.0	21.5	21.6	4861	22480	↓	25.0	GREEN	22.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.9	90.7	89.6	88.7	87.6	86.4	85.0	1609	1892	↓	90.0	AMBER	93.1	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	✓	21.4	22.1	22.9	22.5	22.6	22.3	22.6	358	1586	↓	20.0	AMBER	19.8	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	✓	75.1	75.3	75.0	74.3	74.8	75.5	74.4	346	465	↓	70.0	GREEN	76.1	70.0	GREEN	64	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	75.0	74.8	74.7	74.6	75.5	75.0	74.8	821	1097	↓	85.0	RED	78.3	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	✓	368.5	370.0	374.3	368.8	362.8	359.2	353.2	15892	45	↑	426.0	GREEN	391.1	426.0	GREEN	372	418	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	62.1	62.6	62.3	62.0	62.9	63.9	63.7	886	1390	↓	65.0	AMBER	57.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.0	82.2	82.2	80.9	80.9	84.5	84.5	517	612	↔	80.0	GREEN	79.9	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	74.6	75.8	78.7	79.4	78.1	75.3	75.1	437.7	583.2	↓	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		16.3	15.6	15.7	15.9	17.0	17.7	17.6	1737	99.0	↑	15.0	AMBER	16.0	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		25.5	24.5	24.8	24.1	23.6	24.6	24.3	6111	251.7	↑	18.0	RED	25.9	18.0	RED	N/A	N/A	
EH72	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.4	27.6	27.5	27.9	27.8	27.8	27.8	2955	10614	↔	25.0	AMBER	26.6	25.0	AMBER	28	N/A	Yes
EH52	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		84.7	85.1	85.5	86.4	86.8	87.5	88.2	5073	5751	↑	85.0	GREEN	85.3	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	85.9	85.9	87.3	87.3	88.0	88.0	139	158	↔	80.0	GREEN	78.1	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		13.4	13.5	13.5	13.7	13.4	13.7	13.6	636	4693	↑	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		11.5	12.3	12.7	13.1	13.0	14.2	14.6	2424	166.3	↓	15.0	GREEN	15.6	15.0	AMBER	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
								Rate	Numerator	Denominator									
					Q4 21-22	Q1 22-23	Q2 22-23	Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		39.4	40.3	34.4	28.6	104	364	↑			39.4	35.0	RED	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	Kent Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	2.4	2.4	2.7	3.0	3.6	3.4	1,157	34,193	↑	2.8	AMBER	3.0	2.9	AMBER	2.5	2.8	Yes
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		16	20	18	15	13	13	14	N/A	N/A	↓	12	AMBER	16	8	RED	N/A	N/A	Yes
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		34	33	34	40	43	45	42	N/A	N/A	↑	24	RED	34	27	RED	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.9	87.4	87.9	87.2	88.0	86.2	80.6	2,556	3,172	↓			87.4	90	AMBER	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		89.0	88.0	88.5	84.4	81.0	71.8	64.2	1,284	2,000	↓			88.0	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 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		78.6	69.6	61.3	68.6	3,445	5,025	70	AMBER	↑	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	65.8	11,951	18,149	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	22.6	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68	N/A	N/A	59	11,084	18,787	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	28	N/A	N/A	N/A	N/A	↓		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.4	N/A	N/A	49.3	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	18.5	N/A	N/A	N/A	N/A	↓		18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.23	N/A	N/A	37.68	N/A	N/A	N/A	N/A	↑		38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.69	N/A	N/A	32.01	N/A	N/A	N/A	N/A	↑		32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.40	N/A	N/A	34.61	N/A	N/A	N/A	N/A	↑		34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.4	3.8	4.2	4.8	12,698	265,806	3.0	RED	↓	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.3	88.3	89.2	90.1	15,486	17,175	90	GREEN	↑		91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.0	77.7	69.7	79.6	14,574	18,311	77	GREEN	↑		83.3	83.3	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.2	N/A	9.7	19.1			8.7						
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.2	N/A	15.6	29.2			14.5						

The data sources for 2022 attainment data are as follows: FSP = DfE Published Data, 24th November 2022. KS2 = DfE Published Data, 15th December 2022. KS4 = DfE Published Data, 2nd February 2022. KS5 = DfE Published Data, 2nd February 2022.

Directorate Scorecard - Kent KPIs

<p>SEND Indicators Following discussion at CYPE Cabinet Committee on 29 November 2022, the SEND indicators in this scorecard have been reviewed and additional ones have been developed. A new SEND section (incorporating all existing SEND indicators, and new indicators) has been added to this scorecard.</p>
<p>Persistent Absence Indicators The Covid 19 Pandemic had a notable impact on pupil attendance at Kent schools during the 2021/22 academic year. From increased levels of illness in Autumn 2021 and early Spring 2022 to the difficulties in getting certain groups of the pupil population to re-engage with school life the increases in Total Absence and Persistent Absence are widespread compared to 2020/21. This is mirrored nationally.</p> <p>An Attendance Working Group has been set up with a number of focused subgroups which are taking forward the work to improve attendance in Kent, and to produce clear guidance and support for schools and for our frontline practitioners.</p>
<p>All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.</p>
<p>Commentary on Integrated Children's Services Indicators:</p> <p>Children's Social Care</p> <p>RED: At 74.8% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, has fallen just below the floor standard of 75.0%, resulting in a change of RAG banding from AMBER to RED. The target of 85.0% is an aspirational target set to drive up the use of in-house provision and historically performance has remained stable at around 80.0%. However several factors contributed to the decrease in more recent performance. There has been an increase in the number of children in care, some of which is due to the extended timescales for care proceedings to be concluded which has meant that many babies and younger children are remaining in care longer. Recruitment and retention of foster carers also remains a challenge especially during the current cost of living crisis, not only for Kent but across the South region and nationally. This has been highlighted within the recent Government Social Care Review which was published in May 2022. Foster homes for children to live together with their parents and homes for siblings remains a high priority but recruitment of these provisions within Kent remains a significant challenge. Actions being taken include a continuous focus on the recruitment of foster carers, with particular emphasis on some geographical areas and types of carers required, for example to increase the number of foster carers who are able to accommodate parent and child placements.</p> <p>RED: The average caseload in the Children's Social Work Teams (CSWT) is 24.3 cases, which is above the target caseload of no more than 18 children/young people. The challenge of high caseloads was raised by Ofsted during their inspection of children's services and a Task and Finish group was established to identify the causes and to make recommendations. Some of the factors being considered are: recruitment and retention of social workers; the establishment levels for social work staff; the distribution of those establishment levels across the service, both geographically and across different types of teams; the throughput of cases; and the roles of support staff including Social Work Assistants and Business Support Officers. The annual collection of Children's Social Care Workforce data, when published, will provide a national overview for the Social Work workforce as at 30th September 2022 and will include comparative information on Social Worker vacancies, caseloads and rates of staff turn-over.</p> <p>AMBER: The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.0%, which is below the Target of 90.0% Target. Reasons for the month-on-month drops in performance are being investigated. No comparative data for other local authorities is available, but the completion rates within Kent are considered to be high.</p> <p>AMBER: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.6% which is just outside the target range of 17.5% - 22.5% and compares to average rates for England of 23.3%, Statistical Neighbours 23.8% and the South East 23.7% (2021/22).</p> <p>AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 63.7% and close to the Target of 65.0%. Performance has been improving throughout the year, from 59.6% in April 2022.</p> <p>AMBER: The percentage of case holding posts filled by permanent qualified social workers is 75.1% which is below the target of 85.0% (which is based on the national average for Agency Social Workers of 15%), Actions being taken include those noted above with regard to average caseloads.</p> <p>AMBER: The average caseload in the Children in Care (CIC) Teams is 17.6 cases, which is above target of no more than 15 children/young people. This is an increase compared to the previous six months and is a result of a 9.8% increase in the number of Children in Care between April 2022 and February 2023. A comprehensive set of measures to improve the recruitment and retention of social workers is in place, aimed at reducing the average caseloads for all teams.</p> <p>GREEN: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 21.6% for December 2022, achieving the Target of below 25.0%. This performance compares to the latest published England average of 21.5%, 20.4% for Kent's Statistical Neighbours and 25.9% for the South East (all comparative rates are for 2021/22 performance).</p> <p>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 74.4% and above the Target of 70.0%. Kent's performance remains above the latest published average for Kent's Statistical Neighbours of 72.1%, the average for the South East of 68.0% and the England average of 71.0% (comparative data is for 2021/22).</p> <p>GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 353 days, within the nationally set target of less than 426 days. The average number of days had been increasing as a result of delays to court hearings but in recent months the average number of days has started to reduce, improving performance against this measure. This compares to the latest published England average of 367 days, the average of 333 days for Kent's Statistical Neighbours and an average of 364 for local authorities in the South East Region (data is for 2021/22).</p> <p>GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 84.5%, which is above the 80.0% Target.</p> <p>Intensive Early Help</p> <p>AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 27.8%, which is above the target of 25.0%. Performance has remained stable over the previous six months.</p> <p>GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation, is at 88.2%, achieving the target of 85.0%</p> <p>GREEN: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 88.0%, achieving the 80.0% target.</p> <p>GREEN: The percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.6%, achieving the Target of less than 15.0%</p> <p>GREEN: The average caseload within Early Help Units is 14.6 families, achieving the Target of no more than 15 families..</p>

Directorate Scorecard - Kent KPIs

Commentary on Education Indicators:

The majority of education indicators are annual. The attainment and progress targets for the latest set of results have been removed due to the impact of Covid on outcomes. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued where targets exist.

RED: The number of permanent exclusions from secondary schools at 42 pupils is above the target of 24. PIAS Inclusion Advisers work regularly with SEND Inclusion Advisers and Specialist Teachers using reports produced by the Management Information team with the latest data which identifies pupils who have been persistently suspended to ensure support is in place from the LA to try to reduce suspensions and risks of permanent exclusion. PIAS will be moving into the Education line of the CYPE directorate in September which will enhance opportunities to work with colleagues from the SEN service to examine the correlation between pupils with SEN and suspensions, and put in robust action plans in the new academic year.

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in February was 3.4% which is above the target of 2.8%. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the DfE uses the rolled average for December, January and February. Provisional data for 2022/23 shows Kent to have 3.3% NEETs, which combined with the Not Known cohort (2.5%) the aggregate figure is 5.8%. The latest national NEET and participation scorecard that has been published by the Department of Education for 2021/22 shows Kent to be 5.1% compared to the South East at 5.4% and England at 4.7%.

AMBER: 14 primary aged pupils were permanently excluded from school during the last 12 months; two pupils above the target.

GREEN: The percentage of parents getting first preference of primary school is 90.1%.

GREEN: The percentage of parents getting first preference of secondary school is 79.6%.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.

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

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22			SN or SE						
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		74.0	N/A	N/A	65.8	11,951	18,149	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	22.6	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		24.1	N/A	N/A	17.6	N/A	N/A	N/A	N/A	↑				
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		50	N/A	N/A	48.6	N/A	N/A	N/A	N/A	↑		48.2	48.0	
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		74	N/A	N/A	66.3	N/A	N/A	N/A	N/A	↑		67.6	67.3	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		68	N/A	N/A	59	11,084	18,787	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	28	N/A	N/A	N/A	N/A	↓		27	22	Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		30.7	N/A	N/A	32.6	N/A	N/A	N/A	N/A	↓				
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		50	N/A	N/A	48	N/A	N/A	N/A	N/A	↑		49	48	
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		69	N/A	N/A	61	N/A	N/A	N/A	N/A	↑		61	62	
	Progress score in Reading at KS2 - all pupils	H	A		0.00	N/A	N/A	-0.8	N/A	N/A	N/A	N/A	↓		-0.2	0.0	
	Progress score in Reading at KS2 - FSM Eligible	H	A		-0.90	N/A	N/A	-2.2	N/A	N/A	N/A	N/A	↓		-1.6	-0.9	Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.80	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓				
	Progress score in Reading at KS2 - SEN Support	H	A		-1.40	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓		-1.7	-1.2	
	Progress score in Reading at KS2 - SEN EHCP	H	A		-4.30	N/A	N/A	-5.4	N/A	N/A	N/A	N/A	↓		-5.0	-4.5	
	Progress score in writing at KS2 - all pupils	H	A		0.30	N/A	N/A	0.1	N/A	N/A	N/A	N/A	↓		-0.3	0.0	
	Progress score in writing at KS2 - FSM Eligible	H	A		-0.70	N/A	N/A	-1.2	N/A	N/A	N/A	N/A	↓		-1.5	-0.8	Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-0.80	N/A	N/A	-2.3	N/A	N/A	N/A	N/A	↓				
	Progress score in writing at KS2 - SEN Support	H	A		-1.70	N/A	N/A	-1.8	N/A	N/A	N/A	N/A	↓		-2.0	-1.6	
	Progress score in writing at KS2 - SEN EHCP	H	A		-4.10	N/A	N/A	-4.4	N/A	N/A	N/A	N/A	↓		-4.6	-4.1	
	Progress score in maths at KS2 - all pupils	H	A		-0.40	N/A	N/A	-0.9	N/A	N/A	N/A	N/A	↓		-0.3	0.0	
	Progress score in maths at KS2 - FSM Eligible	H	A		-1.70	N/A	N/A	-2.5	N/A	N/A	N/A	N/A	↓		-2.1	-1.2	Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-1.50	N/A	N/A	-2.8	N/A	N/A	N/A	N/A	↓				
	Progress score in maths at KS2 - SEN Support	H	A		-1.90	N/A	N/A	-2.2	N/A	N/A	N/A	N/A	↓		-1.5	-0.9	
	Progress score in maths at KS2 - SEN EHCP	H	A		-5.00	N/A	N/A	-4.8	N/A	N/A	N/A	N/A	↑		-4.3	-3.9	

Directorate Scorecard - Kent KPIs - Vulnerable Learners

All Education attainment and progress targets are currently being reviewed in light of 2022 outturn data and comparative National data. Targets will take into account the national position, where this is available, and seek to drive continuous improvement, whilst taking into account Covid impact and lost learning.

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

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
								2021-22					SE Region				
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.4	N/A	N/A	49.3	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	18.5	N/A	N/A	N/A	N/A	↓		18.8	15.0	Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		26.7	N/A	N/A	27.3	N/A	N/A	N/A	N/A					
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		15.8	N/A	N/A	16.7	N/A	N/A	N/A	N/A	↓		18.9	17.7	
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		38.9	N/A	N/A	39.5	N/A	N/A	N/A	N/A	↓		39.4	38.3	
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.12	N/A	N/A	-0.19	N/A	N/A	N/A	N/A	↓		-0.03	-0.03	
	Average score at KS4 in Progress 8 - FSM	H	A		-0.86	N/A	N/A	-0.90	N/A	N/A	N/A	N/A	↓		-0.81	-0.59	Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-1.58	N/A	N/A	-1.48	N/A	N/A	N/A	N/A					
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.68	N/A	N/A	-0.70	N/A	N/A	N/A	N/A	↓		-0.52	-0.47	
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.45	N/A	N/A	-1.62	N/A	N/A	N/A	N/A	↓		-1.36	-1.33	

The data sources for 2022 attainment data are as follows:

FSP = DfE Published Data, 24th November 2022.
 KS2 = DfE Published Data, 15th December 2022.
 KS4 = DfE Published Data, 2nd February 2023.

Directorate Scorecard - Ashford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?																			
											Measure	Numerator	Denominator																												
					Aug-22						Sep-22												Oct-22						Nov-22						Dec-22						Jan-23
Ashford CSWT																																									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.0	23.0	22.5	23.1	22.6	23.0	22.0	374	1699	↑	25.0	GREEN	23.9	25.0	GREEN	21.5	22.7																				
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	48	48	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A																				
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.4	21.9	22.7	22.5	20.0	19.1	19.8	34	172	↑	20.0	GREEN	20.6	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A																					
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A																					
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A																					
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	61.1	70.6	70.6	66.7	66.7	72.2	72.2	13	18	↔	80.0	AMBER	60.9	80.0	RED	N/A	N/A																				
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.3	73.3	78.4	82.5	82.5	80.1	76.0	18.2	24.0	↓	85.0	AMBER	85.1	85.0	GREEN	N/A	N/A																				
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A																					
SCS43	Average caseloads in the CSWT Teams	L	MS		29.7	27.1	25.3	23.7	23.7	22.0	21.7	505	23.2	↑	18.0	AMBER	27.5	18.0	RED	N/A	N/A																				
Ashford EHU																																									
EH72	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.6	23.5	23.3	23.7	24.2	24.5	25.0	229	916	↓	25.0	GREEN	24.6	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		94.8	94.7	95.4	96.4	96.1	96.2	96.1	416	433	↓	85.0	GREEN	94.8	80.0	GREEN	N/A	N/A	Yes																			
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		60.0	70.0	70.0	80.0	80.0	80.0	80.0	8	10	↔	80.0	GREEN	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		12.7	12.5	12.1	12.0	11.7	11.7	13.0	46	353	↓	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A																				
	Average Caseload within EH Units (Families)	L	MS		10.3	10.9	11.8	12.4	12.5	13.5	14.6	248	17.0	↓	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A																				

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
					Q4 21-22		Q1 22-23		Q2 22-23		Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		47.8	50.0	38.5	30.8	8	26	↑			47.8	35.0	RED	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Measure	Numerator	Denominator										
														Feb-23									
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		55.6	58.3	57.1	56.3	66.7	42.5	84.2	16	19	↑	60	GREEN	55.6	60	AMBER	64.0	59.9	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	1.8	1.7	2.2	2.6	3.4	3.2	99	3,070	↑	2.8	AMBER		2.9		2.5	2.8	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.6	10.4	10.2	10.3	10.3	10.3	10.3	165	1,602	↔	9	AMBER	10.6	9	RED	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	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes	
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	3	5	6	5	6	N/A	N/A	↓	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.3	88.8	80.0	74.6	76.3	75.7	72.0	152	211	↓			86.3	90	RED	N/A	N/A		
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		85.1	86.7	85.2	82.0	76.1	73.2	63.4	140	221	↓			85.1	95	AMBER	N/A	N/A		

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
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	70.1	319	455	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	67.6	1,087	1,608	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	22.3	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	N/A	N/A	55.7	904	1,622	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25	N/A	N/A	28.7	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		45.1	N/A	N/A	48.2	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	19.3	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.75	N/A	N/A	36.50	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.13	N/A	N/A	29.66	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		23.00	N/A	N/A	28.68	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.6	4.1	4.5	952	21,331	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	18.9			8.7						
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	31.8			14.5						

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Measure	Numerator	Denominator	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23									
Canterbury CSWT					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23									SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.5	23.7	23.2	23.5	22.9	21.9	22.7	353	1556	↓	25.0	GREEN	27.9	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.0	96.2	95.8	92.3	92.6	93.1	93.5	29	31	↑	90.0	GREEN	94.1	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	✓	27.7	29.0	25.6	24.1	25.3	23.9	25.8	34	132	↓	20.0	AMBER	25.5	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	89.5	83.3	83.3	83.3	83.3	83.3	83.3	15	18	↔	80.0	GREEN	90.9	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	78.3	78.3	82.6	82.6	74.1	63.0	63.0	17.0	27.0	↔	85.0	RED	82.6	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		26.3	24.6	25.9	23.7	22.1	26.6	26.1	549	21.0	↑	18.0	RED	25.3	18.0	RED	N/A	N/A	
Canterbury EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.5	24.9	23.4	23.2	23.2	23.3	23.7	174	735	↓	25.0	GREEN	24.8	25.0	GREEN	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		81.4	81.2	81.9	84.0	84.5	86.5	87.7	372	424	↑	85.0	GREEN	79.0	80.0	AMBER	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	8	8	↔	80.0	GREEN	81.8	80.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		7.7	7.6	8.4	8.1	8.5	10.4	10.3	36	350	↑	15.0	GREEN	8.0	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		10.2	13.6	13.4	14.7	15.7	15.1	15.5	184	11.8	↓	15.0	AMBER	14.6	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Rate	Numerator	Denominator	Rate	Numerator	Denominator									
					Q4 21-22	Q1 21-22	Q2 22-23	Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		56.1	47.8	44.2	30.2	13	43	↑			56.1	35.0	RED	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		55.6	7.1	38.9	25.0	25.0	52.8	0.0	0	5	↓	60	RED	52.6	60	AMBER	64.0	59.9	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	2.2	2.1	2.5	3.0	3.6	3.0	98	3,237	↑	2.8	AMBER		2.9		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	10.5	10.2	10.5	10.2	10.5	10.8	210	1,942	↓	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		2	2	2	1	1	1	1	N/A	N/A	↔	N/A	N/A	2	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	↔	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		79.6	81.9	82.4	83.2	85.9	88.1	82.7	163	197	↓			79.6	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		96.1	95.0	91.2	84.2	78.1	70.8	64.4	125	194	↓			96.1	95	GREEN	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	73.5	291	396	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	61.9	884	1,427	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		25	N/A	N/A	31.3	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		74	N/A	N/A	59.7	984	1,647	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		28	N/A	N/A	35.3	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		45.8	N/A	N/A	48.1	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.5	N/A	N/A	16.4	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.64	N/A	N/A	37.10	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.44	N/A	N/A	32.98	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.29	N/A	N/A	30.26	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.7	4.1	4.3	5.1	1,097	21,533	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	19.8			8.7						
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	30.6			14.5						

Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Dartford CSWT						Aug-22	Sep-22	Oct-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		15.5	15.6	16.1	16.8	16.8	17.4	17.8	271	1525	↓	25.0	GREEN	15.5	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.8	96.0	92.6	87.1	87.5	85.3	83.3	30	36	↓	90.0	AMBER	95.2	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.5	23.6	25.4	26.9	27.1	28.3	25.3	38	150	↑	20.0	AMBER	14.2	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	78.9	78.9	78.9	68.4	68.4	66.7	66.7	12	18	↔	80.0	RED	73.9	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	73.8	73.8	83.9	81.0	85.3	85.3	85.3	19.6	23.0	↔	85.0	GREEN	88.0	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.9	26.4	26.9	25.2	26.7	27.6	27.9	613	22.0	↓	18.0	RED	27.2	18.0	RED	N/A	N/A	
Dartford EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.4	27.9	27.6	27.3	26.9	25.2	24.5	173	705	↑	25.0	GREEN	25.6	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		89.3	87.6	87.0	85.7	85.6	85.0	84.9	333	392	↓	85.0	AMBER	88.1	80.0	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	8	8	↔	80.0	GREEN	90.9	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		15.5	16.6	16.2	17.6	17.7	18.3	17.4	55	317	↑	15.0	AMBER	13.0	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		11.9	14.3	12.8	12.0	11.4	11.1	10.1	141	13.9	↑	15.0	GREEN	13.5	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
								Rate	Numerator	Denominator									
					Q4 21-22	Q1 21-22	Q2 22-23	Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		52.9	57.1	29.7	30.6	11	36	↑			52.9	35.0	RED	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Measure	Numerator	Denominator										
														Feb-23									
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		57.1	31.3	44.4	33.3	80.0	53.0	14.3	1	7	↓	60	RED	50.0	60	AMBER	64.0	59.9	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.4	2.2	2.3	2.2	2.5	2.6	2.2	62	2,758	↑	2.8	GREEN		2.9		2.5	2.8	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.6	11.3	11.6	11.4	11.2	11.2	11.4	144	1,262	↓	9	RED	10.6	9	RED	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	2	2	2	1	1	N/A	N/A	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	2	2	2	3	N/A	N/A	↓	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		80.0	80.5	82.6	83.3	82.3	82.6	78.0	216	277	↓			80.0	90	RED	N/A	N/A		
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		87.0	89.8	83.0	79.4	72.6	65.4	59.8	73	122	↓			87.0	95	AMBER	N/A	N/A		

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
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	63.7	246	386	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	64.3	1,081	1,682	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18	N/A	N/A	26.5	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		70	N/A	N/A	59.2	955	1,613	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	N/A	N/A	25.1	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		52.6	N/A	N/A	55.5	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.1	N/A	N/A	18.2	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.38	N/A	N/A	37.71	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.74	N/A	N/A	32.48	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.58	N/A	N/A	33.77	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		1.9	2.1	2.4	2.8	638	23,175	3.0	GREEN	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	17.4			8.7						
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	21.1			14.5						

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Measure	Numerator	Denominator	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23									
Dover CSWT					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23									SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		22.9	22.4	22.4	23.6	23.8	25.6	25.6	436	1703	↔	25.0	AMBER	26.2	25.0	AMBER	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.9	98.1	98.1	96.3	93.0	92.6	92.5	49	53	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.3	27.9	30.7	27.1	25.0	25.2	24.6	28	114	↑	20.0	AMBER	14.1	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	42.9	52.9	52.9	57.9	57.9	63.2	63.2	12	19	↔	80.0	RED	52.6	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	69.6	73.9	78.3	82.6	87.0	83.3	87.5	21.0	24.0	↑	85.0	GREEN	78.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		31.1	27.4	22.7	24.7	23.4	25.0	22.8	525	23.0	↑	18.0	RED	21.8	18.0	AMBER	N/A	N/A	
Dover EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.9	25.6	26.0	26.1	25.8	25.2	24.9	202	810	↑	25.0	GREEN	25.3	25.0	AMBER	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		85.9	86.4	86.8	86.3	86.5	85.9	86.3	335	388	↑	85.0	GREEN	88.6	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		70.0	70.0	70.0	60.0	60.0	70.0	70.0	7	10	↔	80.0	AMBER	58.3	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		17.5	17.0	16.5	15.6	15.5	13.8	13.2	40	304	↑	15.0	GREEN	17.2	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		8.9	10.7	11.0	12.6	13.3	14.0	14.9	248	16.6	↓	15.0	GREEN	14.4	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Rate	Numerator	Denominator	Rate	Numerator	Denominator									
					Q4 21-22	Q1 21-22	Q2 22-23	Q3 22-23											
CYPE8	Rate of proven re-offending by CYP	L	Q		28.6	31.3	28.6	35.9	14	39	↓			28.6	35.0	GREEN	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		27.3	38.1	25.0	36.4	25.0	62.4	57.1	4	7	↓	60	AMBER	27.3	60	RED	64.0	59.9	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	2.6	2.5	2.6	2.9	3.5	3.9	99	2,531	↓	2.8	RED		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.9	11.9	12.0	12.1	12.2	12.1	12.0	170	1,416	↑	9	RED	11.9	9	RED	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	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	4	3	3	2	4	3	N/A	N/A	↑	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		77.9	80.3	83.1	87.8	86.0	85.4	80.1	137	171	↓			77.9	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		85.0	89.3	85.0	78.7	77.8	68.6	57.5	73	127	↓			85.0	95	AMBER	N/A	N/A	

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	81.3	300	369	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	64.9	760	1,171	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		14	N/A	N/A	14.1	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69	N/A	N/A	51.9	641	1,234	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		17	N/A	N/A	21.7	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		44.6	N/A	N/A	44.5	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.3	N/A	N/A	16.9	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.41	N/A	N/A	34.89	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		23.42	N/A	N/A	29.04	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.67	N/A	N/A	30.32	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.2	3.6	3.9	4.1	678	16,481	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	20.7			8.7						
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	34.7			14.5						

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Folkestone and Hythe CSWT						Aug-22	Sep-22	Oct-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.0	20.2	19.7	19.8	21.2	20.1	20.4	263	1289	↓	25.0	GREEN	21.2	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.6	95.0	95.5	95.7	95.7	95.6	95.3	41	43	↓	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	✓	19.4	17.5	18.7	22.0	19.3	17.7	19.5	15	77	↑	20.0	GREEN	18.2	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	70.6	64.7	64.7	57.1	57.1	66.7	66.7	8	12	↔	80.0	RED	69.6	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	84.4	97.5	106.1	106.1	101.8	112.7	100.0	20.0	20.0	↓	85.0	GREEN	93.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		29.5	23.9	22.5	22.6	23.6	23.9	21.8	436	20.0	↑	18.0	AMBER	28.4	18.0	RED	N/A	N/A	
Folkestone and Hythe EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.2	30.5	30.9	30.7	31.0	29.8	28.8	193	669	↑	25.0	AMBER	27.1	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		78.5	78.8	78.9	78.6	79.3	78.0	77.5	290	374	↓	85.0	AMBER	81.8	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		80.0	90.0	90.0	90.0	90.0	100.0	100.0	10	10	↔	80.0	GREEN	75.0	80.0	AMBER	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.5	17.0	16.1	16.6	15.8	15.8	15.5	47	304	↑	15.0	AMBER	12.3	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.9	10.1	11.0	12.2	11.7	14.2	15.4	224	14.5	↓	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
											Q4 21-22	Q1 22-23	Q2 22-23									
CYPE8	Rate of proven re-offending by CYP	L	Q		28.6	21.4	11.8	10.5	2	19	↑			28.6	35.0	GREEN	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		75.0	66.7	50.0	55.6	50.0	35.0	76.9	10	13	↑	60	GREEN	60.0	60	GREEN	64.0	59.9	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.5	2.2	2.0	2.4	2.6	3.0	3.0	67	2,267	↔	2.8	AMBER		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.6	9.7	8.9	9.7	10.0	10.1	10.0	131	1,314	↑	9	AMBER	9.6	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		0	1	1	1	1	1	1	N/A	N/A	↔	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	2	2	2	N/A	N/A	↔	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		81.2	84.1	80.7	85.0	79.6	77.7	60.5	52	86	↓			81.2	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		88.0	90.9	85.7	80.0	77.0	61.8	53.3	65	122	↓			88.0	95	AMBER	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	74.5	269	361	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	65.9	758	1,150	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	N/A	N/A	23.5	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68	N/A	N/A	60.2	749	1,245	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18	N/A	N/A	21.0	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		46.9	N/A	N/A	50.1	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.8	N/A	N/A	18.5	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.17	N/A	N/A	33.27	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.34	N/A	N/A	33.70	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	N/A	N/A	35.80	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.8	4.2	4.8	727	15,284	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	18.5			8.7						
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	35.1			14.5						

Directorate Scorecard - Gravesham District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
										Aug-22	Sep-22	Oct-22	Nov-22									
Gravesham CSWT																			SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		21.6	21.7	22.7	23.1	23.8	23.5	23.8	418	1756	↓	25.0	GREEN	19.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.8	93.8	94.1	85.3	84.8	84.4	80.0	24	30	↓	90.0	AMBER	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	✓	15.7	16.3	17.2	16.6	17.0	18.8	20.8	27	130	↑	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	55.6	63.2	63.2	68.4	68.4	78.9	78.9	15	19	↔	80.0	AMBER	72.7	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	70.3	70.3	75.1	71.8	75.1	75.1	75.1	18.0	24.0	↔	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		24.0	25.4	26.9	23.0	18.9	19.7	21.7	513	23.6	↓	18.0	AMBER	28.0	18.0	RED	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		27.8	28.0	26.7	26.3	25.8	26.7	26.8	171	638	↓	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		71.0	72.9	75.6	77.0	78.3	79.4	79.7	315	395	↑	85.0	AMBER	72.6	80.0	AMBER	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	90.0	90.0	100.0	100.0	100.0	100.0	10	10	↔	80.0	GREEN	83.3	80.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		10.8	10.8	11.2	12.4	12.2	12.7	11.5	32	279	↑	15.0	GREEN	9.2	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		9.5	11.5	12.8	15.8	16.2	15.9	14.1	169	12.0	↑	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
										Q4 21-22	Q1 22-23	Q2 22-23	Q2 22-23									
CYPE8	Rate of proven re-offending by CYP	L	Q		44.4	48.4	46.9	36.6	15	41	↑			44.4	35.0	RED	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		41.2	35.7	58.3	37.5	0.0	54.4	50.0	2	4	↓	60	AMBER	41.2	60	RED	64.0	59.9	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.5	3.0	2.9	2.7	3.5	3.6	3.5	90	2,583	↑	2.8	AMBER		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		8.1	8.3	8.3	8.4	8.4	8.5	8.6	104	1,213	↓	9	GREEN	8.1	9	GREEN	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	2	3	3	3	3	3	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	2	1	1	1	1	N/A	N/A	↔	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		93.3	89.1	91.4	90.0	89.3	88.1	83.8	155	185	↓			93.3	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		72.1	74.4	67.9	72.4	69.2	74.4	68.9	62	90	↓			72.1	95	RED	N/A	N/A	

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	46.9	202	430	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	66.8	955	1,430	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		13	N/A	N/A	21.2	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		65	N/A	N/A	61.8	855	1,384	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	N/A	N/A	20.8	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.6	N/A	N/A	48.4	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	15.6	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.15	N/A	N/A	35.37	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.75	N/A	N/A	31.26	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.58	N/A	N/A	30.78	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.2	2.4	2.7	3.1	617	19,897	3.0	AMBER	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	20.5			8.7						
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	26.0			14.5						

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Maidstone CSWT					Aug-22	Sep-22	Oct-22	Nov-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		19.9	19.9	19.8	20.7	20.4	20.1	21.3	423	1987	↓	25.0	GREEN	19.5	25.0	GREEN	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	19	19	↔	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	✓	24.0	25.8	32.1	31.8	34.4	29.8	26.5	36	136	↑	20.0	AMBER	19.6	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	72.7	76.2	76.2	76.2	76.2	86.4	86.4	19	22	↔	80.0	GREEN	74.1	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	67.7	75.4	71.5	62.0	62.0	55.3	52.0	15.6	30.0	↓	85.0	RED	79.2	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.8	21.7	22.1	23.0	24.5	22.1	21.1	518	24.6	↑	18.0	AMBER	22.9	18.0	RED	N/A	N/A	
Maidstone EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.1	22.5	22.1	21.5	22.2	22.3	22.2	196	881	↑	25.0	GREEN	21.1	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		93.7	93.8	93.7	94.0	93.6	93.6	93.5	578	618	↓	85.0	GREEN	97.0	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		86.7	93.3	93.3	100.0	100.0	100.0	100.0	15	15	↔	80.0	GREEN	76.5	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	13.1	13.6	13.6	12.8	13.4	11.9	61	512	↑	15.0	GREEN	11.7	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		17.3	18.5	16.9	15.4	15.4	16.3	19.9	279	14.0	↓	15.0	RED	19.8	15.0	RED	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
										Q4 21-22	Q1 22-23	Q2 22-23	Q3 22-23									
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	30.8	33.3	28.6	10	35	↑			30.0	35.0	GREEN	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		10.0	35.7	0.0	66.7	62.5	61.4	63.6	7	11	↑	60	GREEN	10.0	60	RED	64.0	59.9	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		3.0	2.4	2.4	2.7	3.0	3.7	3.5	135	3,873	↑	2.8	AMBER		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.2	7.6	7.9	7.7	7.7	7.9	7.8	142	1,819	↑	9	GREEN	7.2	9	GREEN	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	2	2	2	2	2	2	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	2	2	4	5	5	7	N/A	N/A	↓	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		93.6	95.6	93.2	93.5	89.9	82.9	66.9	212	317	↓			93.6	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		91.9	91.6	88.1	86.3	82.9	78.5	71.9	179	249	↓			91.9	95	AMBER	N/A	N/A	

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	63.2	335	530	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	64.2	1,354	2,110	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		22	N/A	N/A	23.9	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		66	N/A	N/A	58.5	1,220	2,086	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23	N/A	N/A	26.3	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	N/A	N/A	50.8	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.2	N/A	N/A	19.0	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		33.99	N/A	N/A	38.22	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.38	N/A	N/A	29.94	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.76	N/A	N/A	37.98	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.6	3.9	4.5	5.0	1,446	28,728	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	18.0			8.7						
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	25.1			14.5						

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Sevenoaks North & Tonbridge and Malling CSWT					Aug-22	Sep-22	Oct-22	Nov-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.2	22.8	21.9	22.4	21.7	22.9	23.4	417	1780	↓	25.0	GREEN	25.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	93.5	88.9	87.5	83.7	81.3	77.1	37	48	↓	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	✓	18.0	17.8	17.9	16.4	21.2	22.7	22.1	32	145	↑	20.0	GREEN	18.1	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			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	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	58.8	61.1	61.1	70.6	70.6	73.3	73.3	11	15	↔	80.0	AMBER	47.1	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	48.0	48.0	52.0	52.0	52.0	35.7	39.3	11.0	28.0	↑	85.0	RED	48.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.6	25.1	26.5	26.2	25.3	28.7	29.8	584	19.6	↓	18.0	RED	28.2	18.0	RED	N/A	N/A	
Sevenoaks South & Tunbridge Wells CSWT					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.0	26.7	27.5	27.7	28.3	27.8	26.3	359	1366	↑	25.0	AMBER	24.0	25.0	GREEN	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	97.8	97.9	95.9	47	49	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	14.3	16.5	15.5	14.9	15.7	15.9	18.2	16	88	↑	20.0	GREEN	17.5	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			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	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	65.0	60.0	60.0	65.0	65.0	73.7	73.7	14	19	↔	80.0	AMBER	58.3	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	101.1	96.1	96.1	101.1	96.1	78.1	78.1	16.4	21.0	↔	85.0	AMBER	90.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.9	19.3	21.9	19.0	17.5	20.6	20.9	389	18.6	↓	18.0	AMBER	19.9	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 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Measure	Numerator	Denominator																
Sevenoaks North & Tonbridge and Malling EHU					Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22									SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.3	26.4	27.2	28.0	27.3	26.7	26.3	231	878	↑	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		91.1	92.1	92.4	93.3	93.9	95.1	96.0	475	495	↑	85.0	GREEN	90.8	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		78.6	85.7	85.7	85.7	85.7	85.7	85.7	12	14	↔	80.0	GREEN	77.8	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		11.7	11.9	12.0	12.5	13.5	13.4	13.3	56	420	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		12.6	12.6	13.9	13.2	15.0	17.1	18.0	252	14.0	↓	15.0	AMBER	17.6	15.0	AMBER	N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU					Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22												
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.9	25.8	25.1	25.1	24.7	25.8	25.2	180	713	↑	25.0	AMBER	25.3	25.0	AMBER	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.7	82.7	82.4	83.2	83.5	83.5	85.6	328	383	↑	85.0	GREEN	88.3	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		70.0	80.0	80.0	70.0	70.0	50.0	50.0	5	10	↔	80.0	RED	58.3	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		13.8	14.2	12.9	12.9	12.9	13.3	13.9	43	309	↓	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		18.3	15.7	15.9	13.3	13.0	14.0	12.3	148	12.0	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 21-22	Q1 22-23	Q2 22-23	Rate	Numerator	Denominator									
CYPE8	Rate of proven re-offending by CYP	L	Q		54.2	62.5	52.2	27.3	6	22	↑			54.2	35.0	RED	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Measure	Numerator	Denominator										
														Feb-23									
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		23.1	36.4	54.5	44.4	50.0	59.8	50.0	2	4	↓	60	AMBER	23.1	60	RED	64.0	59.9	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		1.8	2.6	2.2	2.4	2.5	2.7	2.7	50	1,834	↔	2.8	GREEN		2.9		2.5	2.8	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		14.7	14.2	15.0	14.4	14.3	14.3	14.9	176	1,179	↓	9	RED	14.7	9	RED	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	2	2	0	0	0	0	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	N/A	N/A	↔	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		84.8	85.8	90.4	92.1	89.7	88.4	82.4	103	125	↓			84.8	90	RED	N/A	N/A		
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		90.5	89.2	83.2	81.4	78.3	74.8	67.4	91	135	↓			90.5	95	AMBER	N/A	N/A		

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
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	65.1	161	247	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	68.8	920	1,337	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		19	N/A	N/A	24.8	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		73	N/A	N/A	63.9	900	1,409	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18	N/A	N/A	34.2	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		41.5	N/A	N/A	43.8	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		12.1	N/A	N/A	13.6	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.28	N/A	N/A	34.91	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.59	N/A	N/A	33.76	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		32.86	N/A	N/A	-	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.6	5.0	5.4	5.8	757	13,099	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	17.7			8.7						
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	37.6			14.5						

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Swale Central CSWT					Aug-22	Sep-22	Oct-22	Nov-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.3	25.7	25.5	25.4	25.0	25.8	24.6	339	1376	↑	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		100.0	95.8	96.7	97.1	97.3	88.4	88.4	38	43	↔	90.0	AMBER	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.6	17.2	18.5	16.3	12.4	12.4	15.5	15	97	↑	20.0	AMBER	30.4	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.0	80.0	80.0	73.3	73.3	80.0	80.0	12	15	↔	80.0	GREEN	72.2	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	69.1	69.1	79.8	94.7	94.7	105.3	105.3	20.0	19.0	↔	85.0	GREEN	84.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		27.5	31.0	24.7	22.9	21.8	21.1	19.0	361	19.0	↑	18.0	AMBER	26.7	18.0	RED	N/A	N/A	
Swale Island & Rural CSWT					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.6	24.0	23.9	23.2	23.6	24.9	25.1	252	1002	↓	25.0	AMBER	24.2	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	93.8	94.1	94.1	94.1	93.8	94.4	17	18	↑	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	✓	17.2	18.9	19.8	19.5	19.8	18.4	24.8	25	101	↓	20.0	AMBER	8.0	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.3	93.8	93.8	93.8	93.8	93.3	93.3	14	15	↔	80.0	GREEN	83.3	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	82.3	82.3	82.3	100.0	100.0	86.7	86.7	13.0	15.0	↔	85.0	GREEN	83.3	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.7	23.1	23.4	20.3	19.5	19.7	21.3	320	15.0	↓	18.0	AMBER	21.9	18.0	AMBER	N/A	N/A	

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		15.8	3.0	3.3	14.8	28.6	79.3	15.6	7	45	↓	60	RED	10.5	60	RED	64.0	59.9	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		3.9	3.1	3.0	3.4	3.9	4.9	4.6	154	3,360	↑	2.8	RED		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.6	11.7	10.7	11.8	11.7	11.6	11.3	307	2,726	↑	9	RED	11.6	9	RED	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	2	N/A	N/A	↓	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		4	4	4	3	4	4	2	N/A	N/A	↑	N/A	N/A	4	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.7	81.1	80.3	83.0	81.7	83.4	82.5	189	229	↓			81.7	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		98.7	98.6	95.6	93.0	89.1	82.1	72.4	173	239	↓			98.7	95	GREEN	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	72.3	448	620	70	GREEN	↓	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	64.2	1,223	1,906	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16	N/A	N/A	17.2	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	N/A	N/A	55.1	1,011	1,834	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		29	N/A	N/A	25.6	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	N/A	N/A	43.9	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.0	N/A	N/A	16.6	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.68	N/A	N/A	34.50	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.59	N/A	N/A	31.42	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.94	N/A	N/A	35.12	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.5	4.0	4.4	5.4	1,299	24,222	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	22.1			8.7						
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	36.8			14.5						

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Thanet Margate CSWT					Aug-22	Sep-22	Oct-22	Nov-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.5	22.2	21.6	20.5	21.7	22.8	24.2	247	1021	↓	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	100.0	32	32	↔	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	✓	19.8	24.1	22.7	23.2	23.1	22.7	22.4	17	76	↑	20.0	GREEN	10.1	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	73.3	73.3	73.3	69.2	69.2	72.7	72.7	8	11	↔	80.0	AMBER	76.5	80.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	75.9	80.2	85.4	101.4	95.2	95.2	96.4	15.4	16.0	↑	85.0	GREEN	64.4	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.7	20.4	25.7	28.6	28.2	29.3	26.7	358	13.4	↑	18.0	RED	33.9	18.0	RED	N/A	N/A	
Thanet Ramsgate CSWT					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		19.5	19.7	18.6	17.6	17.1	16.9	17.4	203	1169	↓	25.0	GREEN	23.9	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.1	93.3	93.8	94.2	92.9	92.9	91.4	64	70	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	27.5	26.4	27.0	25.6	23.5	23.3	20.8	25	120	↑	20.0	GREEN	30.1	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	76.9	76.9	76.9	75.0	75.0	72.7	72.7	8	11	↔	80.0	AMBER	86.7	80.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	56.9	56.9	56.9	51.6	50.0	48.8	60.1	9.6	16.0	↑	85.0	RED	76.9	85.0	AMBER	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.1	25.4	28.3	33.2	38.4	42.7	51.1	440	8.6	↓	18.0	RED	28.7	18.0	RED	N/A	N/A	

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
					Measure	Numerator	Denominator	Measure	Numerator	Denominator													
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23												
Thanet Margate EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23									SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.4	28.0	28.1	30.2	29.0	29.7	30.1	156	518	↓	25.0	RED	25.5	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		84.3	84.5	85.1	86.4	86.3	87.8	89.0	268	301	↑	85.0	GREEN	83.2	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	90.0	90.0	90.0	90.0	9	10	↔	80.0	GREEN	81.8	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		16.0	15.7	16.4	16.0	14.7	13.8	14.4	38	264	↓	15.0	GREEN	16.5	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.1	11.0	11.6	12.0	10.0	12.6	12.7	146	11.5	↓	15.0	GREEN	14.6	15.0	GREEN	N/A	N/A		
Thanet Ramsgate EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23												
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.1	22.8	21.7	23.0	23.3	24.9	26.4	140	530	↓	25.0	AMBER	22.6	25.0	GREEN	28	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.5	94.6	94.9	95.9	95.6	96.4	95.9	280	292	↓	85.0	GREEN	90.7	80.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	80.0	80.0	80.0	80.0	90.0	90.0	9	10	↔	80.0	GREEN	91.7	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		10.1	9.4	9.8	9.2	8.9	8.4	8.8	25	283	↓	15.0	GREEN	15.5	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		8.7	8.4	9.5	10.7	8.9	10.4	10.7	118	11.0	↓	15.0	GREEN	11.3	15.0	GREEN	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
					Q4 21-22	Q1 21-22	Q2 22-23	Rate	Numerator	Denominator									
					Q3 22-23														
CYPE8	Rate of proven re-offending by CYP	L	Q		28.6	31.1	25.5	21.1	12	57	↑			28.6	35.0	GREEN	38.3	37.8	

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		57.1	20.0	0.0	46.7	16.7	46.7	0.0	0	3	↓	60	RED	57.1	60	AMBER	64.0	59.9	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.6	3.1	3.4	3.9	4.6	5.1	5.3	161	3,024	↓	2.8	RED		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.7	11.9	11.9	12.0	12.1	12.4	12.4	277	2,235	↔	9	RED	11.7	9	RED	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	0	1	1	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	2	2	3	4	3	N/A	N/A	↑	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		76.4	75.3	73.6	78.3	81.0	83.0	77.7	227	292	↓			76.4	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		83.1	84.7	82.0	76.0	70.6	63.4	54.8	119	217	↓			83.1	95	RED	N/A	N/A	

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	69.2	456	659	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	60.1	907	1,510	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		25	N/A	N/A	13.5	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		62	N/A	N/A	52.2	850	1,627	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		15	N/A	N/A	22.6	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		40.7	N/A	N/A	43.9	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		14.2	N/A	N/A	15.3	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		25.77	N/A	N/A	32.91	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		25.87	N/A	N/A	32.24	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		25.96	N/A	N/A	47.00	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.3	4.7	5.1	5.9	1,188	20,182	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	24.7			8.7						
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	31.3			14.5						

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
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		23.2	22.8	21.9	22.4	21.7	22.9	23.4	417	1780	↓	25.0	GREEN	25.0	25.0	GREEN	21.5	22.7	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.5	93.5	88.9	87.5	83.7	81.3	77.1	37	48	↓	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	✓	18.0	17.8	17.9	16.4	21.2	22.7	22.1	32	145	↑	20.0	GREEN	18.1	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	58.8	61.1	61.1	70.6	70.6	73.3	73.3	11	15	↔	80.0	AMBER	47.1	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	48.0	48.0	52.0	52.0	52.0	35.7	39.3	11.0	28.0	↑	85.0	RED	48.0	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		25.6	25.1	26.5	26.2	25.3	28.7	29.8	584	19.6	↓	18.0	RED	28.2	18.0	RED	N/A	N/A	
Sevenoaks North & Tonbridge and Malling EHU																						
EH2-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		27.3	26.4	27.2	28.0	27.3	26.7	26.3	231	878	↑	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		91.1	92.1	92.4	93.3	93.9	95.1	96.0	475	495	↑	85.0	GREEN	90.8	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		78.6	85.7	85.7	85.7	85.7	85.7	85.7	12	14	↔	80.0	GREEN	77.8	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		11.7	11.9	12.0	12.5	13.5	13.4	13.3	56	420	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.6	12.6	13.9	13.2	15.0	17.1	18.0	252	14.0	↓	15.0	AMBER	17.6	15.0	AMBER	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
					Q4 21-22	Q1 22-23	Q2 22-23	Q3 22-23														
CYPE8	Rate of proven re-offending by CYP	L	Q		15.8	22.2	25.0	23.1	3	13	↓			15.8	35.0	GREEN	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Measure	Numerator	Denominator										
												Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		8.3	11.8	0.0	66.7	50.0	69.7	5.9	1	17	↑	60	RED	8.3	60	RED	64.0	59.9	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		2.6	1.9	1.8	2.6	2.7	3.2	2.8	82	2,936	↑	2.8	GREEN		2.9		2.5	2.8	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		8.6	8.4	9.4	8.2	8.1	8.1	8.1	119	1,466	↔	9	GREEN	8.6	9	GREEN	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	2	2	2	N/A	N/A	↔	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		11	9	10	11	11	10	7	N/A	N/A	↑	N/A	N/A	11	N/A	N/A	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		96.3	95.0	96.3	94.3	96.3	87.1	75.8	100	132	↓			96.3	90	GREEN	N/A	N/A		
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		60.3	57.3	53.6	55.9	62.6	72.4	68.9	84	122	↓			60.3	95	RED	N/A	N/A		

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
					2018-19	2019-20	2020-21	Measure	Numerator	Denominator							
								2021-22									
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	68.1	226	332	70	AMBER	↓	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	70.6	1,148	1,625	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		32	N/A	N/A	23.1	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		71	N/A	N/A	59.1	1,033	1,747	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		27	N/A	N/A	33.5	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		51.3	N/A	N/A	55.9	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	N/A	N/A	23.0	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		39.49	N/A	N/A	41.92	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.21	N/A	N/A	32.48	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.55	N/A	N/A	31.84	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.3	3.6	3.9	4.3	999	23,151	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	15.5			8.7						
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	28.7			14.5						

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2020-21	England 2020-21	Linked to SDP?
											Measure	Numerator	Denominator									
					Sevenoaks South & Tunbridge Wells CSWT						Aug-22	Sep-22	Oct-22									
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.0	26.7	27.5	27.7	28.3	27.8	26.3	359	1366	↑	25.0	AMBER	24.0	25.0	GREEN	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	97.8	97.9	95.9	47	49	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	14.3	16.5	15.5	14.9	15.7	15.9	18.2	16	88	↑	20.0	GREEN	17.5	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	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	65.0	60.0	60.0	65.0	65.0	73.7	73.7	14	19	↔	80.0	AMBER	58.3	80.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	101.1	96.1	96.1	101.1	96.1	78.1	78.1	16.4	21.0	↔	85.0	AMBER	90.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.9	19.3	21.9	19.0	17.5	20.6	20.9	389	18.6	↓	18.0	AMBER	19.9	18.0	AMBER	N/A	N/A	
Sevenoaks South & Tunbridge Wells EHU					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
EH2-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.9	25.8	25.1	25.1	24.7	25.8	25.2	180	713	↑	25.0	AMBER	25.3	25.0	AMBER	28	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		83.7	82.7	82.4	83.2	83.5	83.5	85.6	328	383	↑	85.0	GREEN	88.3	80.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		70.0	80.0	80.0	70.0	70.0	50.0	50.0	5	10	↔	80.0	RED	58.3	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		13.8	14.2	12.9	12.9	12.9	13.3	13.9	43	309	↓	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		18.3	15.7	15.9	13.3	13.0	14.0	12.3	148	12.0	↑	15.0	GREEN	15.7	15.0	AMBER	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends						Latest Quarter			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	South East as at May 2021	England & Wales as at May 2021	Linked to SDP?
											Rate	Numerator	Denominator									
					CYPE8						Q4 21-22	Q1 22-23	Q2 22-23									
CYPE8	Rate of proven re-offending by CYP	L	Q		35.3	21.1	26.1	22.2	4	18	↓			35.3	35.0	AMBER	38.3	37.8				

Note: This target is out of date and the indicator requires updating and therefore this will be refreshed once this work has been done by the County Youth Justice Board.

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2022-23	RAG 2022-23	District Outturn 2021-22	Target 2021-22	RAG 2021-22	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
											Measure	Numerator	Denominator									
					Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23											
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		0.0	10.5	25.0	12.5	25.0	72.0	40.0	4	10	↓	60	RED	0.0	60	RED	64.0	59.9	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		2.1	1.8	1.8	2.1	2.3	2.5	2.2	60	2,720	↑	2.8	GREEN		2.9		2.5	2.8	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.8	9.4	10.4	9.4	8.9	9.0	9.1	87	958	↓	9	AMBER	9.8	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	1	1	0	0	0	N/A	N/A	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		5	6	6	8	7	8	8	N/A	N/A	↔	N/A	N/A	5	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		91.3	91.8	85.5	81.5	78.5	76.9	72.0	72	100	↓			91.3	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		99.1	100.0	90.6	83.2	73.7	65.7	61.7	66	107	↓			99.1	95	GREEN	N/A	N/A	

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2021-22	RAG 2021-22	DOT	Target 2022-23	Benchmark Group 2021-22	England 2021-22	Linked to SDP?
								Measure	Numerator	Denominator							
					2018-19	2019-20	2020-21	2021-22									
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	76.3	183	240	70	GREEN	↓	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	66.6	815	1,224	N/A	N/A	↓		67.5	65.2	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		21	N/A	N/A	29.3	N/A	N/A	N/A	N/A	↓		23.5	19.7	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		70	N/A	N/A	63.4	845	1,332	N/A	N/A	↓		59	59	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		34	N/A	N/A	31.1	N/A	N/A	N/A	N/A	↔		27	22	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		54.5	N/A	N/A	56.6	N/A	N/A	N/A	N/A	↑		50.1	48.9	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		21.5	N/A	N/A	18.2	N/A	N/A	N/A	N/A			18.8	15.0	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		37.97	N/A	N/A	42.35	N/A	N/A	N/A	N/A			38.86	38.28	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.26	N/A	N/A	33.16	N/A	N/A	N/A	N/A			32.22	33.31	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		40.42	N/A	N/A	37.25	N/A	N/A	N/A	N/A			34.48	34.82	
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.0	3.4	3.7	3.9	764	19,502	3.0	RED	↑	3.0	4.2	4.0	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	90				91.2	92.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A	77				83.3	83.3	
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	15.9			8.7						
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	23.4			14.5						

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE11	Number of Secondary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE12	Number of Special Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	January 2023 School Census	April 2023
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	January 2023 School Census	April 2023
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of February 2023	March 2023
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Feb 2023	March 2023
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 Feb 2023	March 2023
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 Feb 2023	March 2023
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Feb 2023	March 2023
FD1A-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Feb 2023	March 2023
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 Feb 2023	March 2023
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Feb 2023	March 2023
EH05-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Feb 2023	March 2023
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Child Protection cases	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Children in Care	Liberi	Snapshot data as at end of Feb 2023	March 2023
	Number of Care Leavers	Liberi	Snapshot data as at end of Feb 2023	March 2023
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Dec 2021	March 2023
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of Feb 2023	March 2023
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of Feb 2023	March 2023
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of Feb 2023	March 2023
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of Feb 2023	March 2023
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of Feb 2023	March 2023
SEND Indicators				
SEND20	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Autumn and Spring data for academic year 2020-21	Snapshot data as at end of Feb 2023	March 2023
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Autumn and Spring data for academic year 2020-21	Snapshot data as at end of Feb 2023	March 2023
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Feb 2023	April 2023
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Feb 2023	April 2023
	Percentage of SEND posts filled by permanent staff	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of SEND posts filled by agency staff	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of SEND posts that are vacant	SEN Business Support Team	Snapshot data as at end of Dec 2022	Jan 2023
	Percentage of EHCP audits that are rated as good or better			

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
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 Feb 2023	March 2023
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Feb 2023	March 2023
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 Feb 2023	March 2023
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Feb 2023	March 2023
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Feb 2023	March 2023
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Feb 2023	March 2023
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Feb 2023	March 2023
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Feb 2023	March 2023
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Feb 2023	March 2023
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 Feb 2023	March 2023
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Feb 2023	March 2023
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Apr 2020 to March 2021 cohort	Jan 2023
CYPE9	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at Feb 2023	March 2023
EH40	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 Feb 2023	March 2023
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 Feb 2023	March 2023
CYPE5	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Feb 2023	March 2023
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to Feb 2023	March 2023
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 December 2021	Oct 2022
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2021-22 DfE Published (LA) MI Calcs (Distr)	Nov 2022
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2021-22 DfE Published (LA) MI Calcs (Distr)	Nov 2022
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2021-22 DfE Published (LA) MI Calcs (Distr)	Dec 2022
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2021-22 DfE Published (LA) MI Calcs (Distr)	Dec 2022
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2021-22 DfE Published (LA) NPD Dataset (Distr)	Feb 2023
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2021-22 DfE Published (LA) NPD Dataset (Distr)	Feb 2023
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2021-22 DfE Published (LA)	Feb 2023
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 2022
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2022-23	June 2022
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2022-23	June 2022
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Whole year data for academic year 2021-22	2021-22 DfE Published (LA) MI Calcs (Distr)	March 2023
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Whole year data for academic year 2021-22	2021-22 DfE Published (LA) MI Calcs (Distr)	March 2023

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.

Page 68

Indicator Definitions

Code	Indicator	Definition
SEND Indicators		
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.
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
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND posts filled by permanent staff	The percentage of SEN posts that are currently filled by a permanent member of staff employed directly by KCC as a proportion of all posts within the SEN structure
	Percentage of SEND posts filled by agency staff	The percentage of SEN posts that are currently filled by a temporary member of staff employed either directly by KCC or via an agency as a proportion of all posts within the SEN structure
Page 69	Percentage of SEND posts that are vacant	The percentage of SEN posts that are currently not filled by any member of staff as a proportion of all posts within the SEN structure
	Percentage of EHCP audits that are rated as good or better	
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding
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.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16-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.
Page 70	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.
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.
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 contact and additional information 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 information regarding a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE13	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

This page is intentionally left blank

Children, Young People and Education Directorate

Ofsted Dashboard

Inspections up to 28th February 2023

Produced by: Management Information (Education), KCC

Ofsted Monthly Dataset Publication Date: 10th March 2023



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
Nursery	1	0	0	0	1	0.0	0.0	0.0	100.0	100.0
Primary	454	5	32	345	72	1.1	7.0	76.0	15.9	91.9
Secondary	98	2	10	66	20	0.4	10.2	67.3	20.4	87.8
Special	25	0	3	15	7	0.0	12.0	60.0	28.0	88.0
PRU	6	0	1	4	1	0.0	16.7	66.7	16.7	83.3
TOTAL	584	7	46	430	101	1.2	7.9	73.6	17.3	90.9
No. of schools not inspected	9									
National						3	9	72	17	89
School Sixth Form	74	0	4	49	21	0.0	5.4	66.2	28.4	94.6
School Early Years Provision	304	2	23	200	79	0.7	7.6	65.8	26.0	91.8
EY Settings	574	12	13	458	91	2.1	2.3	79.8	15.9	95.6

Notes:

In addition to the above outcomes for EY Settings, there were 66 Settings with an outcome of Met, 1 Setting with an outcome of Not Met (enforcement) and 1 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 28th February 2023. Percentages may not add up to 100% due to rounding.

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
Nursery										
Primary	42	0	5	33	4	0.0	11.9	78.6	9.5	88.1
Secondary	14	0	2	10	2	0.0	14.3	71.4	14.3	85.7
Special	3	0	1	1	1	0.0	33.3	33.3	33.3	66.7
PRU										
TOTAL	59	0	8	44	7	0.0	13.6	74.6	11.9	86.4
EY Settings	96	11	8	70	7	11.5	8.3	72.9	7.3	80.2

Notes:

The above totals for EY settings include all available Ofsted published data as at 1st March 2023 for inspections so far in the 2022/23 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	23	43	5	1
Good	65	147	24	2
RI	7	196	10	3
Inadequate	1	27	6	0

Direction of travel - ALL SCHOOLS - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	4.1	7.7	0.9	0.2
Good	11.6	26.3	4.3	0.4
RI	1.3	35.0	1.8	0.5
Inadequate	0.2	4.8	1.1	0.0

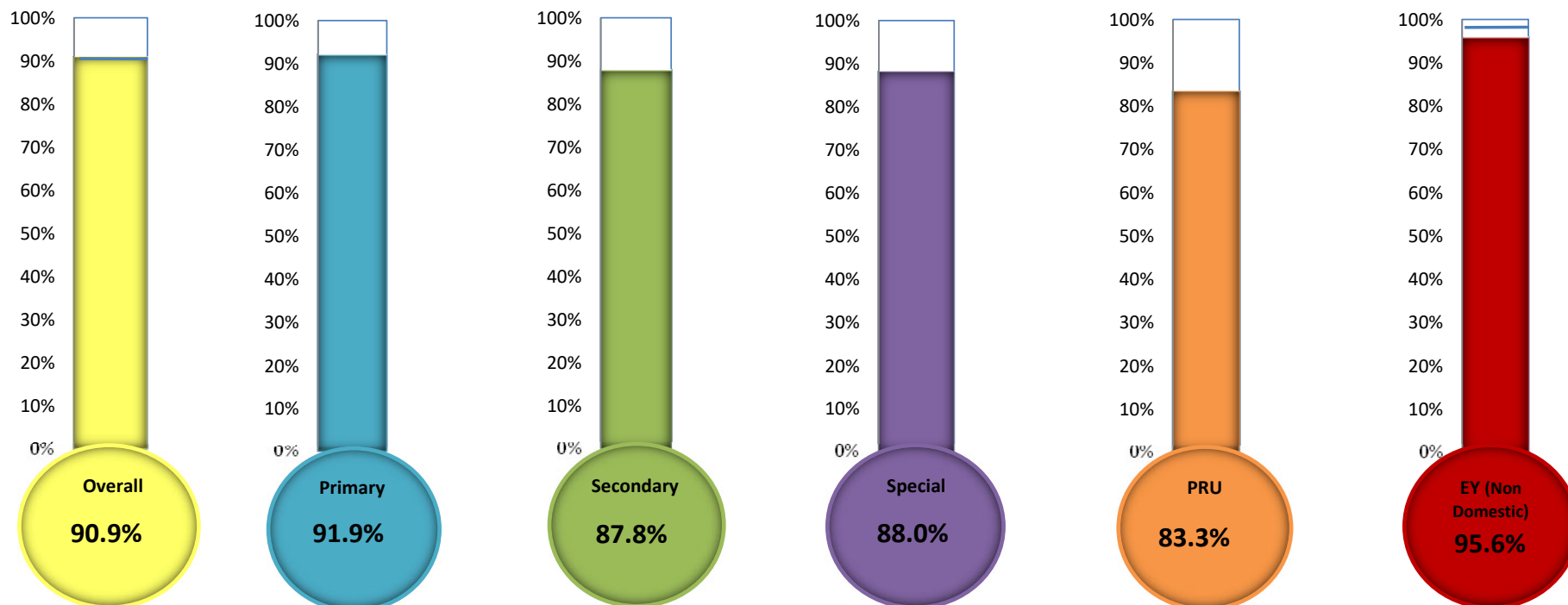
Direction of travel - CURRENT ACADEMIC YEAR - Numbers				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	3	7	0	0
Good	4	17	5	0
RI	0	16	2	0
Inadequate	0	2	0	0

Direction of travel - CURRENT ACADEMIC YEAR - Percentages				
	Latest inspection result			
Previous inspection result	Outstanding	Good	RI	Inadequate
Outstanding	5.4	12.5	0.0	0.0
Good	7.1	30.4	8.9	0.0
RI	0.0	28.6	3.6	0.0
Inadequate	0.0	3.6	0.0	0.0

Note: The total numbers in these tables may 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.

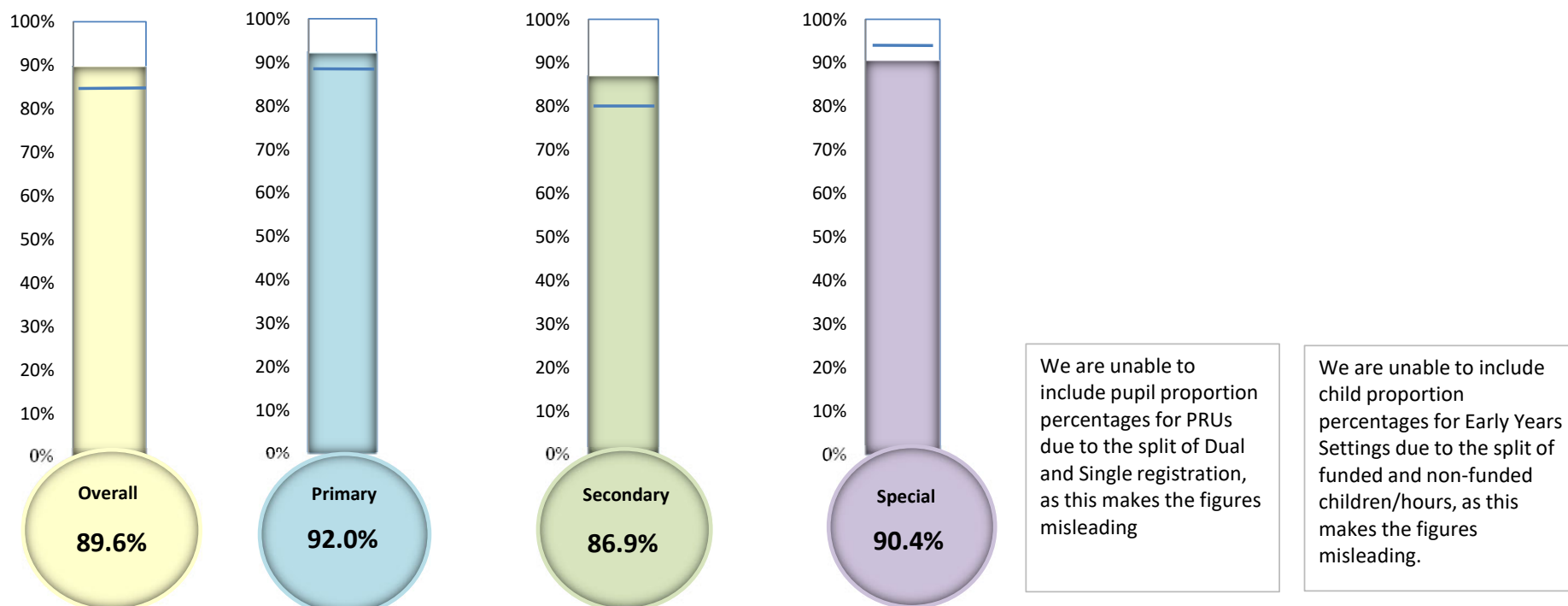
Ofsted Inspection Results Dashboard

% of Schools and EY Settings with Good and Outstanding Ofsted Judgements - as at 28th February 2023



N.B. Horizontal lines represent Kent targets for 2022/23
 N.B. Primary percentage does not include Nursery

% of Pupils attending Schools with Good and Outstanding Ofsted Judgements



N.B. Horizontal line represents the national % of pupils attending Schools with Good or Outstanding Ofsted Judgements as at 31/08/2021
 October 2022 School Census data has been used for total roll numbers
 N.B. Primary percentage does not include Nursery. Special percentage does not include Non-maintained special schools.

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	PRI	43	4	35	4	0	39	90.7
Canterbury	PRI	35	9	24	2	0	33	94.3
Dartford	PRI	27	3	21	2	1	24	88.9
Dover	PRI	41	8	29	3	1	37	90.2
Folkestone and Hythe	PRI	35	5	27	3	0	32	91.4
Gravesham	PRI	27	2	24	1	0	26	96.3
Maidstone	PRI	48	9	35	4	0	44	91.7
Sevenoaks	PRI	42	6	32	4	0	38	90.5
Swale	PRI	48	9	32	5	2	41	85.4
Thanet	PRI	31	6	24	1	0	30	96.8
Tonbridge and Malling	PRI	45	6	36	2	1	42	93.3
Tunbridge Wells	PRI	32	5	26	1	0	31	96.9
Kent	PRI	454	72	345	32	5	417	91.9

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	1	0	0	1	100.0
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0
Kent	PRU	6	1	4	1	0	5	83.3

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	SEC	7	1	5	1	0	6	85.7
Canterbury	SEC	9	1	7	1	0	8	88.9
Dartford	SEC	10	2	8	0	0	10	100.0
Dover	SEC	9	1	5	3	0	6	66.7
Folkestone and Hythe	SEC	6	2	4	0	0	6	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	4	0	2	6	75.0
Thanet	SEC	8	0	6	2	0	6	75.0
Tonbridge and Malling	SEC	11	2	6	3	0	8	72.7
Tunbridge Wells	SEC	8	4	4	0	0	8	100.0
Kent	SEC	98	20	66	10	2	86	87.8

Ashford	SPE	3	1	2	0	0	3	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	2	1	0	1	0	1	50.0
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	3	0	2	1	0	2	66.7
Kent	SPE	25	7	15	3	0	22	88.0

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 - All Schools						
		Total Inspected	Outstanding	Good	Requires Improvement	Inadequate	Total Good or Outstanding	% Good or Outstanding
Ashford	ALL	53	6	42	5	0	48	90.6
Canterbury	ALL	46	10	33	3	0	43	93.5
Dartford	ALL	38	5	30	2	1	35	92.1
Dover	ALL	52	9	36	6	1	45	86.5
Folkestone and Hythe	ALL	43	8	32	3	0	40	93.0
Gravesham	ALL	37	6	29	2	0	35	94.6
Maidstone	ALL	62	13	45	4	0	58	93.5
Sevenoaks	ALL	47	7	36	4	0	43	91.5
Swale	ALL	58	12	36	6	4	48	82.8
Thanet	ALL	44	6	35	3	0	41	93.2
Tonbridge and Malling	ALL	59	8	44	6	1	52	88.1
Tunbridge Wells	ALL	44	10	32	2	0	42	95.5
Kent	ALL	584	101	430	46	7	531	90.9

Ashford	EY	37	3	33	1	0	36	97.3
Canterbury	EY	42	7	34	0	1	41	97.6
Dartford	EY	40	3	33	2	2	36	90.0
Dover	EY	37	6	30	0	1	36	97.3
Folkestone and Hythe	EY	35	5	30	0	0	35	100.0
Gravesham	EY	21	2	19	0	0	21	100.0
Maidstone	EY	61	9	48	2	2	57	93.4
Sevenoaks	EY	51	9	41	1	0	50	98.0
Swale	EY	47	7	38	1	1	45	95.7
Thanet	EY	31	8	23	0	0	31	100.0
Tonbridge and Malling	EY	48	6	39	2	1	45	93.8
Tunbridge Wells	EY	45	8	37	0	0	45	100.0
Kent	EY	574	91	458	13	12	549	95.6

Note:

Primary data does not include Nursery.

All Schools District figures do not include Nursery. The Kent overall total does include Nursery.

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 - 28th February 2023 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 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	25	4	19	2	0	23	92.0	18	0	16	2	0
Canterbury	PRI	22	6	14	2	0	20	90.9	13	3	10	0	0	13	100.0
Dartford	PRI	7	0	7	0	0	7	100.0	20	3	14	2	1	17	85.0
Dover	PRI	20	5	12	3	0	17	85.0	21	3	17	0	1	20	95.2
Folkestone and Hythe	PRI	22	4	17	1	0	21	95.5	13	1	10	2	0	11	84.6
Gravesham	PRI	9	1	8	0	0	9	100.0	18	1	16	1	0	17	94.4
Maidstone	PRI	32	4	27	1	0	31	96.9	16	5	8	3	0	13	81.3
Sevenoaks	PRI	32	2	27	3	0	29	90.6	10	4	5	1	0	9	90.0
Swale	PRI	16	4	11	1	0	15	93.8	32	5	21	4	2	26	81.3
Thanet	PRI	17	3	14	0	0	17	100.0	14	3	10	1	0	13	92.9
Tonbridge and Malling	PRI	31	6	24	1	0	30	96.8	14	0	12	1	1	12	85.7
Tunbridge Wells	PRI	25	5	19	1	0	24	96.0	7	0	7	0	0	7	100.0
Kent	PRI	258	44	199	15	0	243	94.2	196	28	146	17	5	174	88.8

Ashford	PRU	0	0	0	0	0	0	0.0							
Canterbury	PRU	0	0	0	0	0	0	0.0							
Dartford	PRU	0	0	0	0	0	0	0.0							
Dover	PRU	0	0	0	0	0	0	0.0							
Folkestone and Hythe	PRU	1	0	1	0	0	1	100.0							
Gravesham	PRU	0	0	0	0	0	0	0.0	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	1	0	0	1	100.0							
Tunbridge Wells	PRU	1	1	0	0	0	1	100.0							
Kent	PRU	5	1	4	0	0	5	100.0	1	0	0	1	0	0	0.0

Ashford	SEC	0	0	0	0	0	0	0.0	7	1	5	1	0	6	85.7
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	2	7	0	0	9	100.0
Dover	SEC	2	1	1	0	0	2	100.0	7	0	4	3	0	4	57.1
Folkestone and Hythe	SEC	0	0	0	0	0	0	0.0	6	2	4	0	0	6	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	4	0	2	6	75.0
Thanet	SEC	2	0	1	1	0	1	50.0	6	0	5	1	0	5	83.3
Tonbridge and Malling	SEC	3	1	1	1	0	2	66.7	8	1	5	2	0	6	75.0
Tunbridge Wells	SEC	2	1	1	0	0	2	100.0	6	3	3	0	0	6	100.0
Kent	SEC	19	5	11	3	0	16	84.2	79	15	55	7	2	70	88.6

Kent LA Ofsted Inspection Results - Overall Effectiveness by District and Phase

District	Type	Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 Maintained Schools							Ofsted Inspection Results - Overall Effectiveness - 28th February 2023 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	SPE	2	1	1	0	0	2	100.0	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	1	0	0	1	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	2	1	0	1	0	1	50.0

Ashford	ALL	27	5	20	2	0	25	92.6	25	1	21	3	0	22	88.0
Canterbury	ALL	27	7	17	3	0	24	88.9	19	3	16	0	0	19	100.0
Dartford	ALL	9	0	9	0	0	9	100.0	29	5	21	2	1	26	89.7
Dover	ALL	24	6	15	3	0	21	87.5	28	3	21	3	1	24	85.7
Folkestone and Hythe	ALL	24	5	18	1	0	23	95.8	19	3	14	2	0	17	89.5
Gravesham	ALL	14	2	12	0	0	14	100.0	23	4	17	2	0	21	91.3
Maidstone	ALL	37	7	29	1	0	36	97.3	25	6	16	3	0	22	88.0
Sevenoaks	ALL	33	2	28	3	0	30	90.9	14	5	8	1	0	13	92.9
Swale	ALL	17	5	11	1	0	16	94.1	41	7	25	5	4	32	78.0
Thanet	ALL	24	3	20	1	0	23	95.8	20	3	15	2	0	18	90.0
Tonbridge and Malling	ALL	37	7	27	3	0	34	91.9	22	1	17	3	1	18	81.8
Tunbridge Wells	ALL	30	7	22	1	0	29	96.7	13	3	10	0	0	13	100.0
Kent	ALL	303	56	228	19	0	284	93.7	278	44	201	26	7	245	88.1

Note:

Primary data and All Schools data does not include Nursery

The above figures do not include the following Kent non-maintained Special schools:

7003 - Caldecott Foundation School

7011 - Meadows School

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Ashford	2270	Aldington Primary School	PRI	PRI	Foundation	Non Academy		FALSE	26/06/2018	2	20/11/2013	2		9	9	9	2
Ashford	3909	Ashford Oaks Community Primary School	PRI	PRI	Community	Non Academy		TRUE	31/10/2017		08/05/2013	2		9	9	9	2
Ashford	3340	Ashford, St Mary's Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	29/01/2020	2	23/06/2016	2		9	9	9	2
Ashford	2060	Beaver Green Primary School	PRI	ACA PRI	Academy	Academy		FALSE			27/09/2017	2		9	9	9	2
Ashford	2278	Bethersden Primary School	PRI	PRI	Community	Non Academy		FALSE	23/01/2018	2	06/03/2014	2		9	9	9	2
Ashford	3136	Brabourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	19/06/2018	2	10/10/2013	2		9	9	9	2
Ashford	2279	Brook Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			01/10/2019	3		3	2	2	2
Ashford	7003	Caldecott Foundation School	SPE		Non Maintained Special			FALSE	05/10/2022	2	07/03/2017	2		9	9	9	2
Ashford	2280	Challock Primary School	PRI	PRI	Foundation	Non Academy		FALSE			13/09/2011	1		9	9	9	1
Ashford	3343	Charing Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	20/10/2021	2	27/11/2012	2		9	9	9	2
Ashford	3138	Chilham, St Mary's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	02/02/2022	2	24/01/2013	2		9	9	9	2
Ashford	2093	Chilmington Green Primary School	PRI	FRE PRI	Free	Academy		TRUE			06/12/2022	2		2	2	2	2
Ashford	2574	Downs View Infant School	PRI	INF	Community	Non Academy		FALSE			09/06/2011	1		9	9	9	1
Ashford	2272	East Stour Primary School	PRI	ACA PRI	Academy	Academy		FALSE	23/05/2019	2	01/07/2015	2		9	9	9	2
Ashford	3199	Egerton Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	18/04/2018	2	22/05/2014	2		9	9	9	2
Ashford	2061	Finberry Primary School	PRI	ACA PRI	Academy	Academy		TRUE			26/09/2018	2		9	9	9	2
Ashford	2686	Furley Park Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			05/07/2022	3		3	2	2	2
Ashford	3920	Goat Lees Primary School	PRI	PRI	Foundation	Non Academy		FALSE	22/01/2020	2	09/06/2016	2		9	9	9	1
Ashford	2625	Godinton Primary School	PRI	ACA PRI	Academy	Academy		FALSE	27/03/2018	2	22/05/2014	2		9	9	9	2
Ashford	7041	Goldwyn School	SPE	SEMH	Foundation	Non Academy		FALSE			19/10/2022	1		1	1	1	1
Ashford	2282	Great Chart Primary School	PRI	PRI	Community	Non Academy		FALSE	08/12/2021		15/03/2016	1		9	9	9	1
Ashford	2286	Hamstreet Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	23/02/2022	2	02/05/2013	2		9	9	9	2
Ashford	3139	High Halden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	24/02/2022	2	16/01/2013	2		9	9	9	2
Ashford	4092	Highworth Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			13/06/2013	1		9	9	9	1
Ashford	5408	Homewood School and Sixth Form Centre	SEC	ACA WID	Academy	Academy		FALSE			24/09/2019	3		3	2	2	2
Ashford	3134	John Mayne Church of England Primary School, Biddenden	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/01/2018	2		9	9	9	2
Ashford	2052	Kennington Church of England Academy	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE			11/10/2017	2		9	9	9	2
Ashford	3140	Kingsnorth Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	09/10/2018	2	27/09/2012	2		9	9	9	2
Ashford	3284	Lady Joanna Thornhill Endowed Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE			04/02/2015	1		9	9	9	1
Ashford	2285	Mersham Primary School	PRI	PRI	Foundation	Non Academy		FALSE	23/02/2022	2	18/06/2012	2		9	9	9	2
Ashford	3893	Phoenix Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE	29/06/2022	2	10/07/2012	2		9	9	9	2
Ashford	3142	Pluckley Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	06/06/2019	2	24/06/2015	2		9	9	9	2
Ashford	2002	Repton Manor Primary School	PRI	PRI	Foundation	Non Academy		FALSE	16/03/2018	2	11/12/2013	2		9	9	9	2
Ashford	2287	Rolvenden Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/03/2017		27/11/2012	2		9	9	9	2
Ashford	2288	Swarden Primary School	PRI	ACA PRI	Academy	Academy		FALSE	05/12/2017		14/03/2013	2		9	9	9	1
Ashford	2289	Smeeth Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			18/09/2019	3		3	2	2	2
Ashford	3143	St Michael's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			11/12/2018	2		9	9	9	2
Ashford	3743	St Simon of England Roman Catholic Primary School, Ashford	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			30/11/2022	3		3	2	2	3
Ashford	3716	St Teresa's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	16/01/2020	2	15/10/2013	2		9	9	9	2
Ashford	3144	Tenterden Church of England Junior School	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE	11/12/2018	2	10/01/2013	2		9	9	9	2
Ashford	2290	Tenterden Infant School	PRI	ACA INF	Academy	Academy		FALSE	05/02/2019	2	08/02/2012	2		9	9	9	2
Ashford	6919	The John Wallis Church of England Academy	SEC	ACA HIG	Academy	Academy	Diocese of Canterbury	FALSE	11/09/2018	2	09/01/2014	2		9	9	9	2
Ashford	3299	The John Wesley Church of England Methodist Voluntary Aided	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	TRUE	11/11/2021	2	12/01/2012	2		9	9	9	2
Ashford	4246	The North School	SEC	ACA HIG	Academy	Academy		TRUE			26/09/2017	2		9	9	9	2
Ashford	4528	The Norton Knatchbull School	SEC	ACA GRA	Academy	Academy		FALSE	20/10/2022	2	28/11/2012	2		9	9	9	2
Ashford	7069	The Wyvern School (Buxford)	SPE	C&L	Foundation	Non Academy		FALSE	12/09/2017		26/09/2012	2		9	9	9	2
Ashford	4196	Towers School and Sixth Form Centre	SEC	ACA HIG	Academy	Academy		FALSE			22/01/2019	2		9	9	9	2
Ashford	2275	Victoria Road Primary School	PRI	PRI	Community	Non Academy		FALSE	15/01/2019	2	17/09/2014	2		9	9	9	2
Ashford	2276	Willesborough Infant School	PRI	INF	Foundation	Non Academy		FALSE			14/09/2022	2		2	2	1	1
Ashford	5226	Willesborough Junior School	PRI	JUN	Foundation	Non Academy		FALSE	09/01/2018	2	08/05/2014	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DFE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Ashford	3346	Wittersham Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	28/01/2020	2	01/03/2012	2		9	9	9	2
Ashford	3145	Woodchurch Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/02/2018	2	14/03/2013	2		9	9	9	2
Ashford	4007	Wye School	SEC	FRE SEC	Free	Academy		FALSE	11/12/2018	2	02/06/2015	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Canterbury	3119	Adisham Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	05/07/2017		04/07/2017	1		9	9	9	1
Canterbury	3120	Barham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	09/10/2019	2	29/03/2011	2		9	9	9	2
Canterbury	5444	Barton Court Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			11/02/2020	2		2	1	1	1
Canterbury	2258	Blean Primary School	PRI	PRI	Community	Non Academy		FALSE	09/03/2022	1	01/03/2016	1		9	9	9	1
Canterbury	2569	Briary Primary School	PRI	ACA PRI	Academy	Academy		FALSE			30/01/2018	2		9	9	9	2
Canterbury	3122	Bridge and Patrixbourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/03/2018	2	12/06/2014	2		9	9	9	2
Canterbury	2259	Chartham Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/11/2019	2	27/01/2016	2		9	9	9	2
Canterbury	3123	Chislet Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/11/2022	2		2	2	2	2
Canterbury	2264	Hampton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			10/03/2020	2		2	2	1	2
Canterbury	5448	Herne Bay High School	SEC	ACA HIG	Academy	Academy		FALSE			24/05/2022	2		2	2	2	2
Canterbury	2263	Herne Bay Infant School	PRI	INF	Community	Non Academy		FALSE	04/12/2019	2	20/04/2016	2		9	9	9	2
Canterbury	5206	Herne Bay Junior School	PRI	JUN	Foundation	Non Academy		FALSE	29/01/2020	2	08/06/2016	2		9	9	9	1
Canterbury	3295	Herne Church of England Infant and Nursery School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			28/09/2021	1		1	1	1	1
Canterbury	3338	Herne Church of England Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			22/03/2016	1		9	9	9	1
Canterbury	2265	Hoath Primary School	PRI	PRI	Community	Non Academy		FALSE	18/01/2022	2	23/05/2013	2		9	9	9	2
Canterbury	3910	Joy Lane Primary Foundation School	PRI	PRI	Foundation	Non Academy		TRUE	19/10/2018	2	06/02/2014	2		9	9	9	2
Canterbury	3126	Littlebourne Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			22/05/2019	2		9	9	9	2
Canterbury	2607	Parkside Community Primary School	PRI	PRI	Community	Non Academy		FALSE			05/06/2019	3		9	9	9	3
Canterbury	2026	Petham Primary School	PRI	ACA PRI	Academy	Academy		FALSE	05/07/2019	2	07/05/2015	2		9	9	9	2
Canterbury	2098	Pilgrims' Way Primary School	PRI	ACA PRI	Academy	Academy		FALSE			21/09/2022	2		2	2	2	2
Canterbury	2048	Reculver Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	TRUE			03/07/2018	1		9	9	9	1
Canterbury	4534	Simon Langton Girls' Grammar School	SEC	GRA	Voluntary Controlled	Non Academy		FALSE	17/04/2018	2	03/07/2014	2		9	9	9	2
Canterbury	5412	Simon Langton Grammar School for Boys	SEC	GRA	Foundation	Non Academy		TRUE			13/11/2013	1		9	9	9	1
Canterbury	6911	Spires Academy	SEC	ACA HIG	Academy	Academy		FALSE			17/05/2017	2		9	9	9	2
Canterbury	3129	St Alphege Church of England Infant School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			21/11/2017	2		9	9	9	2
Canterbury	5446	St Anselm's Catholic School, Canterbury	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	TRUE	29/03/2017		05/02/2014	2		9	9	9	2
Canterbury	2000	St Johns Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			18/09/2018	2		9	9	9	2
Canterbury	3715	St Mary's Catholic Primary School, Whitstable	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	25/04/2018	2	07/05/2015	2		9	9	9	2
Canterbury	7063	St Nicholas' School	SPE	C&L	Community	Non Academy		FALSE	12/07/2018	2	19/03/2014	2		9	9	9	2
Canterbury	3289	St Peter's Methodist Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE	12/12/2018	2	26/03/2015	2		9	9	9	2
Canterbury	2611	St Stephen's Infant School	PRI	ACA INF	Academy	Academy		FALSE	02/10/2019	2	23/06/2011	2		9	9	9	2
Canterbury	2608	St Stephen's Junior School	PRI	ACA JUN	Academy	Academy		FALSE	14/11/2017		16/05/2013	2		9	9	9	2
Canterbury	3749	St Thomas' Catholic Primary School, Canterbury	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	15/09/2021		13/01/2016	1		9	9	9	1
Canterbury	3128	Sturry Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			27/01/2015	1		9	9	9	1
Canterbury	2643	Swalecliffe Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE	31/01/2018	2	27/06/2013	2		9	9	9	2
Canterbury	5426	The Archbishop's School	SEC	WID	Foundation	Non Academy	Diocese of Canterbury	TRUE			04/02/2020	3		3	3	3	3
Canterbury	5421	The Canterbury Academy	SEC	ACA HIG	Academy	Academy		TRUE			11/10/2017	2		9	9	9	2
Canterbury	2654	The Canterbury Primary School	PRI	ACA PRI	Academy	Academy		TRUE	08/12/2022	2	23/05/2012	2		9	9	9	2
Canterbury	7062	The Orchard School	SPE	SEM H	Foundation	Non Academy		FALSE	07/10/2021	2	27/07/2016	2		9	9	9	2
Canterbury	4091	The Whitstable School	SEC	ACA HIG	Academy	Academy		FALSE	14/12/2022	2	20/02/2018	2		9	9	9	2
Canterbury	2013	Water Meadows Primary School	PRI	ACA PRI	Academy	Academy		FALSE			19/03/2019	2		9	9	9	1
Canterbury	2268	Westmeads Community Infant School	PRI	INF	Community	Non Academy		FALSE			17/05/2022	3		3	2	2	2
Canterbury	3339	Whitstable and Seasalter Endowed Church of England Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	07/12/2022	1	24/01/2017	1		9	9	9	1
Canterbury	2269	Whitstable Junior School	PRI	JUN	Foundation	Non Academy		FALSE	18/06/2019	2	23/04/2015	2		9	9	9	2
Canterbury	3130	Wickhambreaux Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			25/02/2015	1		9	9	9	1
Canterbury	5221	Wincheap Foundation Primary School	PRI	PRI	Foundation	Non Academy		TRUE	09/12/2021	2	21/05/2012	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Dartford	2120	Bean Primary School	PRI	PRI	Community	Non Academy		FALSE			05/11/2019	2		2	2	2	2
Dartford	2076	Cherry Orchard Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			09/11/2021	1		1	1	1	1
Dartford	2117	Dartford Bridge Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE			29/01/2019	4	SM	9	9	9	4
Dartford	5406	Dartford Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			06/12/2022	1		1	1	1	1
Dartford	5411	Dartford Grammar School for Girls	SEC	ACA GRA	Academy	Academy		FALSE	20/10/2021	1	21/06/2016	1		9	9	9	1
Dartford	2069	Dartford Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			23/01/2018	2		9	9	9	2
Dartford	4026	Dartford Science & Technology College	SEC	HIG	Foundation	Non Academy		FALSE	16/03/2022	2	07/03/2017	2		9	9	9	2
Dartford	5229	Fleetdown Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			25/09/2014	1		9	9	9	1
Dartford	2062	Greenlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE			10/06/2015	2		9	9	9	2
Dartford	5213	Holy Trinity Church of England Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			20/09/2017	2		9	9	9	2
Dartford	2500	Joydens Wood Infant School	PRI	ACA INF	Academy	Academy		FALSE	10/05/2018	2	05/06/2014	2		9	9	9	2
Dartford	2438	Joydens Wood Junior School	PRI	ACA JUN	Academy	Academy		FALSE			07/06/2022	3		3	2	2	3
Dartford	2092	Knockhall Primary School	PRI	ACA PRI	Academy	Academy		FALSE			18/09/2019	3		3	3	2	2
Dartford	3296	Langafel Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	TRUE	03/10/2018	2	05/03/2015	2		9	9	9	2
Dartford	6914	Longfield Academy	SEC	ACA WID	Academy	Academy		TRUE			17/04/2018	2		9	9	9	2
Dartford	3915	Manor Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE	31/10/2018	2	07/11/2013	2		9	9	9	1
Dartford	2066	Maypole Primary School	PRI	PRI	Community	Non Academy		FALSE	12/06/2018	2	03/10/2013	2		9	9	9	2
Dartford	3914	Oakfield Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			05/10/2021	2		2	2	2	2
Dartford	3733	Our Lady's Catholic Primary School, Dartford	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	12/02/2020	2	23/02/2012	2		9	9	9	2
Dartford	7044	Rowhill School	SPE	SEMH	Community	Non Academy		FALSE	18/11/2021	2	22/06/2016	2		9	9	9	2
Dartford	3020	Sedley's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	03/11/2021	2	26/09/2011	2		9	9	9	2
Dartford	3728	St Anselm's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	19/06/2019	2	14/03/2011	2		9	9	9	2
Dartford	3021	Stone St Mary's CofE Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	05/02/2020	2	07/05/2014	2		9	9	9	2
Dartford	5204	Sutton-At-Hone Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	04/03/2020	2	17/01/2013	2		9	9	9	2
Dartford	2657	Temple Hill Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			25/06/2019	2		9	9	9	2
Dartford	2679	The Brent Primary School	PRI	ACA PRI	Academy	Academy		FALSE			07/03/2017	1		9	9	9	1
Dartford	2689	The Craylands School	PRI	PRI	Community	Non Academy		FALSE	25/09/2019	2	11/02/2016	2		9	9	9	2
Dartford	4001	The Ebbsfleet Academy	SEC	ACA HIG	Academy	Academy		FALSE			01/10/2019	2		2	2	2	2
Dartford	2685	The Gateway Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	29/06/2022	2	11/09/2012	2		9	9	9	2
Dartford	6910	The Leigh Academy	SEC	ACA WID	Academy	Academy		TRUE			15/11/2017	2		9	9	9	2
Dartford	4012	The Leigh UTC	SEC	FRE UTC	Free	Academy		FALSE			25/05/2022	2		2	2	2	2
Dartford	2684	Wentworth Primary School	PRI	ACA PRI	Academy	Academy		FALSE	07/11/2017		31/01/2013	2		9	9	9	2
Dartford	2676	West Hill Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	01/10/2021	2	05/03/2013	2		9	9	9	2
Dartford	2077	Westgate Primary School	PRI	ACA PRI	Academy	Academy		FALSE			05/03/2019	2		9	9	9	2
Dartford	6920	Wilmington Academy	SEC	ACA HIG	Academy	Academy		TRUE	25/02/2022	2	21/05/2013	2		9	9	9	1
Dartford	5403	Wilmington Grammar School for Boys	SEC	ACA GRA	Academy	Academy		FALSE	07/11/2017		05/03/2013	2		9	9	9	2
Dartford	5400	Wilmington Grammar School for Girls	SEC	ACA GRA	Academy	Academy		FALSE			16/11/2022	2		2	1	1	2
Dartford	5219	Wilmington Primary School	PRI	ACA PRI	Academy	Academy		FALSE			19/06/2019	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Dover	3351	Ash Cartwright and Kelsey Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			24/09/2019	2		2	2	2	2
Dover	4113	Astor Secondary School	SEC	ACA HIG	Academy	Academy		FALSE			28/01/2020	3		3	2	2	2
Dover	2454	Aycliffe Community Primary School	PRI	PRI	Community	Non Academy		FALSE	01/12/2022	2	06/06/2013	2		9	9	9	2
Dover	2648	Aylesham Primary School	PRI	PRI	Community	Non Academy		FALSE			05/12/2017	2		9	9	9	2
Dover	2310	Barton Junior School	PRI	ACA JUN	Academy	Academy		FALSE	05/12/2018	2	08/10/2014	2		9	9	9	2
Dover	2559	Capel-le-Ferne Primary School	PRI	PRI	Community	Non Academy		FALSE			29/03/2022	2		2	2	2	2
Dover	2058	Charlton Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			20/02/2018	2		9	9	9	2
Dover	3353	Deal Parochial Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	01/03/2017		08/05/2013	2		9	9	9	1
Dover	6917	Dover Christ Church Academy	SEC	ACA HIG	Academy	Academy		TRUE			18/10/2022	3		3	3	2	3
Dover	5459	Dover Grammar School for Boys	SEC	GRA	Foundation	Non Academy		FALSE	16/10/2019	2	02/02/2016	2		9	9	9	2
Dover	4109	Dover Grammar School for Girls	SEC	GRA	Community	Non Academy		FALSE			14/11/2013	1		9	9	9	1
Dover	3356	Dover, St Mary's Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			15/11/2022	3		3	2	2	3
Dover	6918	Duke of York's Royal Military School	SEC	ACA WID	Academy	Academy		FALSE	26/04/2018	2	30/04/2014	2		9	9	9	2
Dover	3167	Eastry Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			16/10/2019	3		3	3	2	2
Dover	7045	Elms School	SPE	SEMH	Foundation	Non Academy		FALSE	19/10/2017		18/10/2017	2		9	9	9	2
Dover	2320	Eythorne Elvington Community Primary School	PRI	PRI	Community	Non Academy		FALSE			13/12/2022	1		1	1	1	1
Dover	3168	Goodnestone Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			16/01/2019	2		9	9	9	2
Dover	4023	Goodwin Academy	SEC	ACA HIG	Academy	Academy		TRUE			18/10/2022	3		3	3	2	3
Dover	3916	Green Park Community Primary School	PRI	PRI	Community	Non Academy		FALSE	01/02/2017		31/01/2017	1		9	9	9	1
Dover	3169	Guston Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	21/10/2021	2	29/02/2012	2		9	9	9	2
Dover	3911	Hornbeam Primary School	PRI	ACA PRI	Academy	Academy		FALSE	18/07/2018	2	27/03/2014	2		9	9	9	2
Dover	3173	Kingsdown and Ringwould Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	15/09/2021		21/01/2016	1		9	9	9	1
Dover	2318	Langdon Primary School	PRI	PRI	Community	Non Academy		FALSE	28/01/2020	2	06/07/2016	2		9	9	9	2
Dover	2321	Lydden Primary School	PRI	PRI	Community	Non Academy		FALSE	05/02/2019	2	12/02/2015	2		9	9	9	2
Dover	3171	Nonington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			20/04/2022	3		3	2	2	2
Dover	3172	Northbourne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	14/09/2016		25/01/2012	2		9	9	9	2
Dover	7067	Portal House School	SPE	SEMH	Community	Non Academy		FALSE	15/05/2019	2	04/06/2015	2		9	9	9	2
Dover	2322	Preston Primary School	PRI	PRI	Community	Non Academy		FALSE	22/05/2018	2	16/07/2013	2		9	9	9	2
Dover	2309	Priory Fields School	PRI	ACA PRI	Academy	Academy		FALSE	20/11/2018	2	20/06/2013	2		9	9	9	2
Dover	2312	River Primary School	PRI	PRI	Community	Non Academy		TRUE			28/11/2013	1		9	9	9	1
Dover	2659	Sandown School	PRI	ACA PRI	Academy	Academy		FALSE	21/11/2017		13/03/2013	2		9	9	9	2
Dover	2626	Sandwich Infant School	PRI	ACA INF	Academy	Academy		FALSE	28/02/2017		24/04/2013	2		9	9	9	2
Dover	2627	Sandwich Junior School	PRI	JUN	Community	Non Academy		FALSE	24/03/2022	1	21/06/2016	1		9	9	9	1
Dover	5463	Sandwich Technology School	SEC	ACA HIG	Academy	Academy		FALSE			01/05/2019	2		9	9	9	2
Dover	2316	Shatterlocks Infant and Nursery School	PRI	ACA INF	Academy	Academy		FALSE			15/05/2019	1		9	9	9	1
Dover	3358	Sholden Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			08/07/2015	2		9	9	9	2
Dover	3175	Sibertswold Church of England Primary School at Shepherds	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			19/10/2021	2		2	2	2	2
Dover	5428	Sir Roger Manwood's School	SEC	ACA GRA	Academy	Academy		FALSE			27/09/2022	2		2	2	2	2
Dover	4013	St Edmund's Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE			12/07/2022	2		2	2	2	2
Dover	3719	St Joseph's Catholic Primary School, Aylesham	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	02/11/2021	2	19/10/2010	2		9	9	9	2
Dover	2532	St Margaret's-at-Cliffe Primary School	PRI	PRI	Community	Non Academy		FALSE			02/07/2015	1		9	9	9	1
Dover	2313	St Martin's School	PRI	ACA PRI	Academy	Academy		FALSE	13/09/2018	2	27/03/2014	2		9	9	9	2
Dover	3720	St Mary's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			16/11/2022	2		2	2	2	2
Dover	3740	St Richard's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	06/10/2022	2	20/05/2014	2		9	9	9	2
Dover	2023	Temple Ewell Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	20/07/2022		19/07/2022	4	SWK	1	2	1	4
Dover	3163	The Downs Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	13/12/2016		05/10/2011	2		9	9	9	2
Dover	2531	Vale View Community School	PRI	ACA PRI	Academy	Academy		FALSE			26/04/2022	2		2	2	2	2
Dover	2307	Warden House Primary School	PRI	ACA PRI	Academy	Academy		FALSE			02/12/2014	1		9	9	9	1
Dover	2315	White Cliffs Primary and Nursery School	PRI	ACA PRI	Academy	Academy		FALSE			08/01/2019	2		9	9	9	2
Dover	2471	Whitfield Aspen School	PRI	PRI	Community	Non Academy		TRUE	12/09/2019	2	25/06/2012	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DFE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Dover	2326	Wingham Primary School	PRI	PRI	Community	Non Academy		FALSE	17/11/2021	2	28/02/2012	2		9	9	9	2
Dover	2327	Worth Primary School	PRI	ACA PRI	Academy	Academy		FALSE	22/06/2017		04/10/2012	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Folkestone and Hythe	5224	All Soul's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	08/03/2017		14/03/2013	2		9	9	9	2
Folkestone and Hythe	1124	Birchwood	PRU	PRU	Community	Non Academy		FALSE			05/02/2019	2		9	9	9	2
Folkestone and Hythe	3146	Bodsham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			25/05/2022	2		2	1	1	2
Folkestone and Hythe	2081	Brenzett Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			02/07/2019	2		9	9	9	1
Folkestone and Hythe	5466	Brockhill Park Performing Arts College	SEC	ACA WID	Academy	Academy		FALSE			12/10/2021	2		2	2	2	2
Folkestone and Hythe	3137	Brookland Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/11/2017		24/04/2013	2		9	9	9	2
Folkestone and Hythe	3904	Castle Hill Community Primary School	PRI	PRI	Community	Non Academy		TRUE			12/10/2021	3		3	2	2	3
Folkestone and Hythe	2510	Cheriton Primary School	PRI	PRI	Foundation	Non Academy		FALSE	30/10/2019	2	27/01/2011	2		9	9	9	2
Folkestone and Hythe	3148	Christ Church Cep Academy, Folkestone	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			30/11/2022	2		2	2	2	2
Folkestone and Hythe	2650	Dymchurch Primary School	PRI	ACA PRI	Academy	Academy		FALSE			26/04/2022	3		3	2	3	3
Folkestone and Hythe	3347	Elham Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	19/07/2022	2	24/01/2013	2		9	9	9	2
Folkestone and Hythe	4020	Folkestone Academy	SEC	ACA HIG	Academy	Academy		FALSE			20/04/2022	2		2	2	2	1
Folkestone and Hythe	3349	Folkestone St. Mary's Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	20/10/2021	2	21/09/2016	2		9	9	9	2
Folkestone and Hythe	3149	Folkestone, St Martin's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/04/2015	1		9	9	9	1
Folkestone and Hythe	3150	Folkestone, St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	26/06/2019	2	18/11/2015	2		9	9	9	2
Folkestone and Hythe	5218	Greatstone Primary School	PRI	PRI	Foundation	Non Academy		FALSE			24/05/2022	2		2	2	2	2
Folkestone and Hythe	5225	Harcourt Primary School	PRI	PRI	Foundation	Non Academy		FALSE	06/10/2021	2	13/03/2013	2		9	9	9	2
Folkestone and Hythe	2298	Hawkinge Primary School	PRI	PRI	Foundation	Non Academy		FALSE			11/06/2019	1		9	9	9	1
Folkestone and Hythe	3902	Hythe Bay CoFE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	TRUE	05/12/2017		23/01/2013	2		9	9	9	2
Folkestone and Hythe	2059	Lydd Primary School	PRI	ACA PRI	Academy	Academy		FALSE			21/03/2018	2		9	9	9	2
Folkestone and Hythe	3154	Lyminge Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			17/07/2018	2		9	9	9	2
Folkestone and Hythe	3155	Lympe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	14/10/2021	2	14/03/2012	2		9	9	9	2
Folkestone and Hythe	2039	Martello Primary	PRI	ACA PRI	Academy	Academy		TRUE			08/03/2022	2		2	2	2	2
Folkestone and Hythe	2087	Morehall Primary School and Nursery	PRI	ACA PRI	Academy	Academy		TRUE			01/10/2019	2		2	2	2	2
Folkestone and Hythe	2296	Mundella Primary School	PRI	ACA PRI	Academy	Academy		FALSE			26/02/2020	3		3	3	2	2
Folkestone and Hythe	2524	Palmarsh Primary School	PRI	PRI	Community	Non Academy		FALSE	02/10/2019	2	15/03/2016	2		9	9	9	2
Folkestone and Hythe	3350	Saltwood CoFE Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			10/05/2022	2		2	2	1	2
Folkestone and Hythe	2545	Sandgate Primary School	PRI	PRI	Community	Non Academy		FALSE			15/09/2021	2		2	2	2	2
Folkestone and Hythe	3153	Seabrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			13/07/2011	1		9	9	9	1
Folkestone and Hythe	2300	Sellindge Primary School	PRI	PRI	Community	Non Academy		FALSE			10/06/2009	1		9	9	9	1
Folkestone and Hythe	3160	Selsted Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	02/11/2022	2	08/05/2013	2		9	9	9	2
Folkestone and Hythe	3718	St Augustine's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	28/09/2018	2	12/03/2015	2		9	9	9	2
Folkestone and Hythe	3348	St Eanswythe's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			12/03/2019	1		9	9	9	1
Folkestone and Hythe	2078	St Nicholas Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	TRUE			22/05/2019	2		9	9	9	2
Folkestone and Hythe	5216	Stella Maris Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	10/10/2017		05/12/2013	2		9	9	9	2
Folkestone and Hythe	3158	Stelling Minnis Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			08/06/2022	2		2	1	2	2
Folkestone and Hythe	3159	Stowting Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			12/11/2019	2		2	1	2	2
Folkestone and Hythe	7043	The Beacon Folkestone	SPE	C&L	Foundation	Non Academy		FALSE			12/02/2019	1		9	9	9	1
Folkestone and Hythe	2692	The Churchill School	PRI	PRI	Foundation	Non Academy		FALSE	23/05/2019	2	19/05/2015	2		9	9	9	2
Folkestone and Hythe	5437	The Folkestone School for Girls	SEC	ACA GRA	Academy	Academy		FALSE			11/10/2012	1		9	9	9	1
Folkestone and Hythe	4101	The Harvey Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	14/12/2022	1	16/03/2016	1		9	9	9	1
Folkestone and Hythe	6909	The Marsh Academy	SEC	ACA WID	Academy	Academy		TRUE			15/11/2022	2		2	2	2	2
Folkestone and Hythe	4021	Turner Free School	SEC	FRE SEC	Free	Academy		FALSE			06/12/2022	2		2	2	2	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Gravesham	2095	Cecil Road Primary and Nursery School	PRI	PRI	Foundation	Non Academy		FALSE	05/12/2019	2	12/05/2016	2		9	9	9	2
Gravesham	2019	Chantry Community Academy	PRI	ACA PRI	Academy	Academy		FALSE	27/01/2022	2	06/12/2016	2		9	9	9	2
Gravesham	2094	Cobham Primary School	PRI	PRI	Community	Non Academy		FALSE			14/11/2012	1		9	9	9	1
Gravesham	2024	Copperfield Academy	PRI	ACA PRI	Academy	Academy		TRUE			05/05/2021	2		2	2	2	2
Gravesham	2110	Culverstone Green Primary School	PRI	ACA PRI	Academy	Academy		FALSE	18/10/2018	2	18/09/2014	2		9	9	9	2
Gravesham	5465	Gravesend Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			25/06/2015	1		9	9	9	1
Gravesham	2109	Higham Primary School	PRI	PRI	Community	Non Academy		FALSE	06/06/2018	2	03/10/2013	2		9	9	9	2
Gravesham	5202	Holy Trinity Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			12/09/2018	2		9	9	9	2
Gravesham	7039	Ifield School	SPE	C&L	Foundation	Non Academy		FALSE	01/05/2018	1	04/02/2014	1		9	9	9	1
Gravesham	2063	Istead Rise Primary School	PRI	ACA PRI	Academy	Academy		FALSE			25/09/2018	2		9	9	9	1
Gravesham	2674	King's Farm Primary School	PRI	PRI	Community	Non Academy		TRUE			22/05/2018	2		9	9	9	2
Gravesham	2116	Lawn Primary School	PRI	PRI	Foundation	Non Academy		FALSE	14/11/2017		20/03/2013	2		9	9	9	2
Gravesham	5467	Mayfield Grammar School, Gravesend	SEC	ACA GRA	Academy	Academy		FALSE			11/06/2013	1		9	9	9	1
Gravesham	2656	Meopham Community Academy	PRI	ACA PRI	Academy	Academy		FALSE	16/10/2018	2	25/11/2014	2		9	9	9	2
Gravesham	4004	Meopham School	SEC	ACA HIG	Academy	Academy		TRUE			22/01/2019	1		9	9	9	1
Gravesham	1132	North West Kent Alternative Provision Service	PRU	ACA PRU	Academy	Academy		FALSE			11/12/2019	3		3	2	1	2
Gravesham	1001	Northfleet Nursery School	NUR	NUR	Community	Non Academy		FALSE	19/07/2022	1	10/09/2013	1		9	9	9	1
Gravesham	4040	Northfleet School for Girls	SEC	HIG	Foundation	Non Academy		FALSE	02/03/2022	2	26/09/2012	2		9	9	9	2
Gravesham	5456	Northfleet Technology College	SEC	HIG	Foundation	Non Academy		FALSE			21/09/2022	2		2	2	2	2
Gravesham	2525	Painters Ash Primary School	PRI	PRI	Foundation	Non Academy		FALSE			07/06/2017	2		9	9	9	2
Gravesham	2462	Riverview Infant School	PRI	ACA INF	Academy	Academy		FALSE			07/12/2021	2		2	2	1	2
Gravesham	2096	Riverview Junior School	PRI	ACA JUN	Academy	Academy		FALSE			08/02/2022	2		2	1	1	1
Gravesham	2107	Rosherville Church of England Academy	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			27/09/2022	2		2	2	2	2
Gravesham	5404	Saint George's Church of England School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	FALSE	21/02/2017		02/05/2013	2		9	9	9	1
Gravesham	2119	Shears Green Infant School	PRI	ACA INF	Academy	Academy		FALSE	14/03/2017		05/06/2013	2		9	9	9	2
Gravesham	2431	Shears Green Junior School	PRI	JUN	Foundation	Non Academy		FALSE	28/11/2017		18/10/2012	2		9	9	9	2
Gravesham	3019	Shorne Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	03/10/2017		04/10/2012	2		9	9	9	2
Gravesham	2509	Singlewell Primary School	PRI	PRI	Community	Non Academy		FALSE	22/11/2017		18/04/2013	2		9	9	9	2
Gravesham	5210	St Botolph's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			13/09/2017	2		9	9	9	2
Gravesham	5461	St John's Catholic Comprehensive	SEC	WID	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	15/05/2018	2	12/11/2014	2		9	9	9	2
Gravesham	3708	St John's Catholic Primary School, Gravesend	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	17/04/2018	2	15/07/2014	2		9	9	9	2
Gravesham	5222	St Joseph's Catholic Primary School, Northfleet	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			10/01/2023	1		1	1	1	1
Gravesham	5407	Thamesview School	SEC	HIG	Foundation	Non Academy		TRUE			19/06/2018	2		9	9	9	2
Gravesham	2029	Tymerwood Academy	PRI	ACA PRI	Academy	Academy		TRUE	03/03/2022	2	22/02/2017	2		9	9	9	1
Gravesham	2519	Vigo Village School	PRI	PRI	Community	Non Academy		FALSE	06/11/2019	2	27/01/2011	2		9	9	9	2
Gravesham	2658	Westcourt Primary School	PRI	ACA PRI	Academy	Academy		FALSE	27/11/2019	2	07/03/2013	2		9	9	9	2
Gravesham	3900	Whitehill Primary School	PRI	ACA PRI	Academy	Academy		FALSE			23/03/2022	3		3	3	3	3
Gravesham	2666	Wrotham Road Primary School	PRI	ACA PRI	Academy	Academy		FALSE	06/10/2022	2	06/07/2016	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Maidstone	5209	Allington Primary School	PRI	ACA PRI	Academy	Academy		FALSE			12/07/2022	1		1	1	1	1
Maidstone	2027	Archbishop Courtenay Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			10/07/2019	3		9	9	9	3
Maidstone	2080	Barming Primary School	PRI	ACA PRI	Academy	Academy		FALSE			08/05/2019	2		9	9	9	2
Maidstone	2161	Boughton Monchelsea Primary School	PRI	PRI	Community	Non Academy		FALSE			13/03/2018	2		9	9	9	2
Maidstone	7032	Bower Grove School	SPE	SEMH	Foundation	Non Academy		FALSE			18/09/2019	1		1	1	1	1
Maidstone	3061	Bredhurst Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			01/12/2011	1		9	9	9	1
Maidstone	2171	Brunswick House Primary School	PRI	PRI	Community	Non Academy		FALSE			27/02/2018	2		9	9	9	2
Maidstone	6913	Cornwallis Academy	SEC	ACA HIG	Academy	Academy		FALSE	29/11/2017		28/11/2017	2		9	9	9	2
Maidstone	2677	Coxheath Primary School	PRI	ACA PRI	Academy	Academy		FALSE			25/02/2015	2		9	9	9	2
Maidstone	2163	East Farleigh Primary School	PRI	PRI	Community	Non Academy		FALSE			21/06/2022	2		2	2	1	1
Maidstone	7056	Five Acre Wood School	SPE	C&L	Foundation	Non Academy		FALSE	28/03/2019	1	25/03/2015	1		9	9	9	1
Maidstone	3898	Greenfields Community Primary School	PRI	PRI	Community	Non Academy		FALSE			14/05/2019	2		9	9	9	2
Maidstone	3067	Harrietsham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	12/06/2018	2	20/11/2013	2		9	9	9	2
Maidstone	2165	Headcorn Primary School	PRI	PRI	Community	Non Academy		FALSE			04/05/2022	3		3	2	2	2
Maidstone	2166	Hollingbourne Primary School	PRI	PRI	Community	Non Academy		FALSE	01/03/2022	2	08/02/2012	2		9	9	9	2
Maidstone	3323	Hunton Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	12/05/2021	2	21/09/2011	2		9	9	9	2
Maidstone	4058	Invicta Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			20/09/2012	1		9	9	9	1
Maidstone	2043	Jubilee Primary School	PRI	FRE PRI	Free	Academy		FALSE			04/07/2017	1		9	9	9	1
Maidstone	2578	Kingswood Primary School	PRI	PRI	Community	Non Academy		FALSE	19/07/2022	2	15/05/2013	2		9	9	9	2
Maidstone	3091	Laddingford St Mary's Church of England Voluntary Controlled	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	12/07/2017		20/06/2013	2		9	9	9	2
Maidstone	2073	Langley Park Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			18/06/2019	2		9	9	9	1
Maidstone	3069	Leeds and Broomfield Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	19/10/2021	2	19/10/2016	2		9	9	9	2
Maidstone	2168	Lenham Primary School	PRI	PRI	Community	Non Academy		FALSE	05/06/2018	2	10/10/2013	2		9	9	9	2
Maidstone	2044	Loose Primary School	PRI	ACA PRI	Academy	Academy		FALSE	28/04/2022		16/11/2016	1		9	9	9	1
Maidstone	2520	Madginford Primary School	PRI	PRI	Community	Non Academy		FALSE			07/06/2017	2		9	9	9	2
Maidstone	1127	Maidstone and Malling Alternative Provision	PRU	PRU	Community	Non Academy		FALSE			05/11/2019	2		2	2	1	2
Maidstone	4522	Maidstone Grammar School	SEC	GRA	Foundation	Non Academy		FALSE			15/01/2019	2		9	9	9	2
Maidstone	4523	Maidstone Grammar School for Girls	SEC	GRA	Foundation	Non Academy		FALSE			19/05/2009	1		9	9	9	1
Maidstone	3372	Maidstone, St John's Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			15/07/2015	1		9	9	9	1
Maidstone	3072	Maidstone, St Michael's Church of England Junior School	PRI	JUN	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			13/03/2018	2		9	9	9	2
Maidstone	2183	Marden Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	16/10/2019	2	09/03/2016	2		9	9	9	2
Maidstone	2007	Molehill Primary Academy	PRI	ACA PRI	Academy	Academy		TRUE			30/01/2018	2		9	9	9	2
Maidstone	6912	New Line Learning Academy	SEC	ACA HIG	Academy	Academy		FALSE			12/11/2019	2		2	2	2	2
Maidstone	2175	North Borough Junior School	PRI	JUN	Community	Non Academy		FALSE	17/07/2018	2	24/06/2014	2		9	9	9	2
Maidstone	2003	Oaks Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			21/09/2021	1		1	1	1	1
Maidstone	5422	Oakwood Park Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			06/02/2019	2		9	9	9	2
Maidstone	3906	Palace Wood Primary School	PRI	PRI	Community	Non Academy		FALSE	15/09/2022	2	04/07/2017	2		9	9	9	2
Maidstone	2176	Park Way Primary School	PRI	PRI	Community	Non Academy		FALSE	13/11/2018	2	15/01/2015	2		9	9	9	2
Maidstone	2169	Platts Heath Primary School	PRI	PRI	Community	Non Academy		FALSE			20/04/2022	2		2	2	2	2
Maidstone	5203	Roseacre Junior School	PRI	JUN	Foundation	Non Academy		FALSE	03/11/2022		17/05/2016	1		9	9	9	1
Maidstone	2552	Sandling Primary School	PRI	PRI	Community	Non Academy		FALSE	05/02/2020	2	14/03/2012	2		9	9	9	2
Maidstone	2586	Senacre Wood Primary School	PRI	PRI	Community	Non Academy		FALSE	04/12/2019	2	13/01/2016	2		9	9	9	2
Maidstone	2180	South Borough Primary School	PRI	ACA PRI	Academy	Academy		FALSE			16/01/2018	2		9	9	9	2
Maidstone	4000	St Augustine Academy	SEC	ACA HIG	Academy	Academy	Diocese of Canterbury	TRUE			20/02/2018	2		9	9	9	2
Maidstone	5207	St Francis' Catholic Primary School, Maidstone	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	18/09/2018	2	28/01/2015	2		9	9	9	2
Maidstone	3090	St Margaret's, Collier Street Church of England Voluntary Cont	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	04/05/2022	2	16/07/2013	2		9	9	9	2
Maidstone	3073	St Michael's Church of England Infant School Maidstone	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			28/01/2014	1		9	9	9	1
Maidstone	2474	St Paul's Infant School	PRI	INF	Community	Non Academy		FALSE	15/01/2020	2	14/06/2016	2		9	9	9	2
Maidstone	5432	St Simon Stock Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE	13/10/2021	2	21/01/2010	2		9	9	9	1
Maidstone	2192	Staplehurst School	PRI	PRI	Community	Non Academy		FALSE			25/01/2022	2		2	2	2	2

Latest Ofsted Inspections as at 28th February 2023

District	DFE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Maidstone	2193	Sutton Valence Primary School	PRI	PRI	Community	Non Academy		FALSE			05/12/2017	2		9	9	9	2
Maidstone	2041	The Holy Family Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			17/09/2019	3		3	3	2	3
Maidstone	4015	The Lenham School	SEC	ACA HIG	Academy	Academy		FALSE			05/11/2019	2		2	2	2	2
Maidstone	5401	The Maplesden Noakes School	SEC	ACA HIG	Academy	Academy		FALSE	14/11/2018	2	25/09/2013	2		9	9	9	2
Maidstone	3081	Thurnham Church of England Infant School	PRI	INF	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			29/04/2009	1		9	9	9	1
Maidstone	2008	Tiger Primary School	PRI	FRE PRI	Free	Academy		FALSE			05/11/2019	3		3	3	2	3
Maidstone	2004	Tree Tops Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			11/06/2019	2		9	9	9	1
Maidstone	3083	Ulcombe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	27/11/2019	2	27/04/2016	2		9	9	9	2
Maidstone	2172	Valley Invicta Primary School At East Borough	PRI	ACA PRI	Academy	Academy		TRUE	14/10/2021	2	07/05/2015	2		9	9	9	2
Maidstone	4249	Valley Park School	SEC	ACA HIG	Academy	Academy		FALSE			04/03/2020	2		2	2	2	2
Maidstone	2653	West Borough Primary School	PRI	PRI	Community	Non Academy		FALSE	19/10/2022	2	20/06/2017	2		9	9	9	1
Maidstone	3092	Yalding, St Peter and St Paul Church of England Voluntary Co	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			29/01/2019	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Sevenoaks	2141	Amherst School	PRI	ACA JUN	Academy	Academy		FALSE			10/05/2022	2		2	1	1	2
Sevenoaks	3307	Chevening, St Botolph's Church of England Voluntary Aided Pr	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			26/11/2019	2		2	2	2	2
Sevenoaks	3025	Chiddingstone Church of England School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			26/03/2015	1		9	9	9	1
Sevenoaks	3055	Churchill Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			04/12/2019	2		2	2	2	2
Sevenoaks	2088	Crockenhill Primary School	PRI	PRI	Community	Non Academy		FALSE	27/03/2019	2	24/03/2015	2		9	9	9	2
Sevenoaks	3054	Crockham Hill Church of England Voluntary Controlled Primary	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	06/02/2018	2	19/06/2013	2		9	9	9	2
Sevenoaks	3896	Downsview Community Primary School	PRI	PRI	Community	Non Academy		FALSE	08/01/2020	2	07/03/2012	2		9	9	9	2
Sevenoaks	2130	Dunton Green Primary School	PRI	PRI	Community	Non Academy		FALSE			17/07/2018	2		9	9	9	2
Sevenoaks	2099	Edenbridge Primary School	PRI	ACA PRI	Academy	Academy		FALSE			11/10/2022	2		2	2	2	2
Sevenoaks	3015	Fawkham Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	04/07/2018	2	12/11/2013	2		9	9	9	2
Sevenoaks	3313	Fordcombe Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	18/10/2022	2	10/02/2016	2		9	9	9	2
Sevenoaks	2134	Four Elms Primary School	PRI	PRI	Community	Non Academy		FALSE			15/10/2019	2		2	1	2	2
Sevenoaks	2133	Halstead Community Primary School	PRI	ACA PRI	Academy	Academy		FALSE			26/11/2019	3		3	2	2	3
Sevenoaks	2511	Hartley Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	03/02/2022		09/03/2016	1		9	9	9	1
Sevenoaks	3312	Hever Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			22/03/2022	3		3	2	2	3
Sevenoaks	3907	Hextable Primary School	PRI	PRI	Community	Non Academy		FALSE			20/03/2018	2		9	9	9	2
Sevenoaks	2615	High Firs Primary School	PRI	PRI	Community	Non Academy		FALSE	01/02/2018	2	15/07/2014	2		9	9	9	2
Sevenoaks	2001	Horizon Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			14/11/2018	2		9	9	9	2
Sevenoaks	5215	Horton Kirby Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	04/03/2020	2	25/02/2015	2		9	9	9	2
Sevenoaks	3318	Ide Hill Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	04/04/2019	2	09/06/2015	2		9	9	9	2
Sevenoaks	2136	Kemsing Primary School	PRI	PRI	Community	Non Academy		FALSE	20/07/2022	2	04/07/2013	2		9	9	9	2
Sevenoaks	6905	Knole Academy	SEC	ACA HIG	Academy	Academy		FALSE	23/11/2022	2	20/09/2017	2		9	9	9	2
Sevenoaks	3317	Lady Boswell's Church of England Voluntary Aided Primary Sch	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			24/05/2022	1		1	1	1	1
Sevenoaks	2137	Leigh Primary School	PRI	PRI	Community	Non Academy		FALSE			21/09/2021	3		3	2	2	3
Sevenoaks	7066	Milestone Academy	SPE	ACA SEMH	Academy	Academy		FALSE	18/12/2019	1	15/11/2011	1		9	9	9	1
Sevenoaks	2682	New Ash Green Primary School	PRI	PRI	Community	Non Academy		FALSE	25/02/2022	2	27/11/2012	2		9	9	9	2
Sevenoaks	4031	Orchards Academy	SEC	ACA WID	Academy	Academy		TRUE	02/07/2021	2	08/02/2012	2		9	9	9	2
Sevenoaks	2138	Otford Primary School	PRI	PRI	Community	Non Academy		FALSE	16/05/2018	2	14/11/2013	2		9	9	9	2
Sevenoaks	5217	Our Lady of Hartley Catholic Primary School, Hartley, Longfield	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			21/11/2013	1		9	9	9	1
Sevenoaks	3314	Penshurst Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	17/11/2022	2	01/05/2013	2		9	9	9	2
Sevenoaks	2459	Riverhead Infants' School	PRI	INF	Community	Non Academy		FALSE			21/01/2009	1		9	9	9	1
Sevenoaks	3035	Seal Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	20/01/2022	2	03/10/2011	2		9	9	9	2
Sevenoaks	2632	Sevenoaks Primary School	PRI	PRI	Community	Non Academy		FALSE	28/11/2017		18/04/2013	2		9	9	9	2
Sevenoaks	2148	Shoreham Village School	PRI	PRI	Community	Non Academy		FALSE	26/03/2019	2	17/03/2015	2		9	9	9	2
Sevenoaks	5214	St Bartholomew's Catholic Primary School, Swanley	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	05/05/2022	2	27/06/2013	2		9	9	9	2
Sevenoaks	3037	St John's Church of England Primary School, Sevenoaks	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	10/02/2022	2	12/03/2012	2		9	9	9	2
Sevenoaks	3303	St Katharine's Knockholt Church of England Voluntary Aided P	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	16/11/2022	2	05/02/2013	2		9	9	9	2
Sevenoaks	3201	St Lawrence Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			27/09/2022	2		2	2	2	2
Sevenoaks	3373	St Mary's Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			06/12/2022	2		2	2	2	2
Sevenoaks	3010	St Pauls' Church of England Voluntary Controlled Primary Sch	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	28/01/2020	2	19/05/2016	2		9	9	9	2
Sevenoaks	3751	St Thomas' Catholic Primary School, Sevenoaks	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			11/02/2014	1		9	9	9	1
Sevenoaks	3298	St. Edmund's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			13/11/2018	2		9	9	9	2
Sevenoaks	3043	Sundridge and Brasted Church of England Voluntary Controlle	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			05/11/2019	3		3	3	2	3
Sevenoaks	2089	The Anthony Roper Primary School	PRI	PRI	Foundation	Non Academy		FALSE	27/06/2019	2	09/07/2015	2		9	9	9	2
Sevenoaks	4006	Trinity School	SEC	FRE SEC	Free	Academy		FALSE	02/10/2018	2	23/06/2015	2		9	9	9	2
Sevenoaks	7021	Valence School	SPE	P&S	Foundation	Non Academy		FALSE			03/12/2019	2		2	1	1	2
Sevenoaks	2147	Weald Community Primary School	PRI	PRI	Community	Non Academy		FALSE	04/03/2020	2	06/10/2011	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Swale	7005	Aspire School	SPE	FRE C&L	Free	Academy		FALSE			11/10/2022	3		3	2	2	3
Swale	3328	Bapchild and Tonge Church of England Primary School and N	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	17/07/2019	2	30/04/2015	2		9	9	9	2
Swale	2223	Bobbing Village School	PRI	ACA PRI	Academy	Academy		FALSE	11/05/2017		09/05/2017	1		9	9	9	1
Swale	3329	Borden Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			28/06/2022	3		2	2	2	3
Swale	4527	Borden Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	24/11/2021	2	12/11/2013	2		9	9	9	2
Swale	3282	Boughton-under-Blean and Dunkirk Primary School	PRI	PRI	Voluntary Controlled	Non Academy		FALSE	11/07/2019	2	15/10/2015	2		9	9	9	2
Swale	3330	Bredgar Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	12/01/2022	2	01/02/2012	2		9	9	9	2
Swale	2534	Bysing Wood Primary School	PRI	ACA PRI	Academy	Academy		FALSE	28/02/2017		27/02/2012	2		9	9	9	2
Swale	2254	Canterbury Road Primary School	PRI	PRI	Community	Non Academy		FALSE			15/01/2019	2		9	9	9	2
Swale	2228	Davington Primary School	PRI	PRI	Community	Non Academy		FALSE	20/02/2018	2	18/09/2013	2		9	9	9	2
Swale	3106	Eastchurch Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			16/07/2019	3		9	9	9	3
Swale	2226	Eastling Primary School	PRI	PRI	Community	Non Academy		FALSE	20/10/2021	2	13/09/2016	2		9	9	9	2
Swale	2227	Ethelbert Road Primary School	PRI	PRI	Community	Non Academy		FALSE			30/09/2014	1		9	9	9	1
Swale	5414	Fulston Manor School	SEC	ACA HIG	Academy	Academy		FALSE			13/12/2017	2		9	9	9	2
Swale	2229	Graveney Primary School	PRI	ACA PRI	Academy	Academy		FALSE			13/03/2018	2		9	9	9	2
Swale	2595	Grove Park Primary School	PRI	ACA PRI	Academy	Academy		FALSE	03/10/2017		03/07/2013	2		9	9	9	2
Swale	5220	Halfway Houses Primary School	PRI	ACA PRI	Academy	Academy		FALSE	13/11/2018	2	29/04/2015	2		9	9	9	2
Swale	3332	Hartlip Endowed Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			20/04/2022	2		2	2	2	2
Swale	3109	Hernhill Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	01/11/2017		31/10/2017	1		9	9	9	1
Swale	4080	Highsted Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			11/02/2009	1		9	9	9	1
Swale	2629	Holywell Primary School	PRI	ACA PRI	Academy	Academy		FALSE	02/11/2017		24/04/2013	2		9	9	9	2
Swale	2230	Iwade School	PRI	ACA PRI	Academy	Academy		FALSE	22/09/2022	2	06/11/2012	2		9	9	9	2
Swale	2021	Kemsley Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	14/02/2019	2	10/02/2015	2		9	9	9	2
Swale	2055	Lansdowne Primary School	PRI	ACA PRI	Academy	Academy		FALSE			13/12/2022	2		2	1	1	1
Swale	2231	Lower Halstow Primary School	PRI	PRI	Community	Non Academy		FALSE			13/03/2019	2		9	9	9	2
Swale	2232	Luddenham School	PRI	ACA PRI	Academy	Academy		FALSE			26/02/2019	2		9	9	9	2
Swale	2233	Lynsted and Norton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			19/05/2021	4	SWK	4	3	4	3
Swale	7072	Meadowfield School	SPE	C&L	Foundation	Non Academy		FALSE	26/03/2019	1	13/11/2014	1		9	9	9	1
Swale	3110	Millstead and Frinsted Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			02/11/2022	3		3	3	3	3
Swale	2022	Milton Court Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			17/09/2019	2		2	2	2	2
Swale	2235	Minster in Sheppey Primary School	PRI	ACA PRI	Academy	Academy		FALSE			09/03/2022	2		2	2	2	2
Swale	2463	Minterne Junior School	PRI	ACA JUN	Academy	Academy		TRUE	06/10/2021	2	01/04/2014	2		9	9	9	2
Swale	3111	Newington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			14/05/2019	2		9	9	9	2
Swale	6915	Oasis Academy Isle of Sheppey	SEC	ACA WID	Academy	Academy		FALSE			07/06/2022	4	SM	4	4	4	4
Swale	3108	Ospringe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	15/11/2017		15/11/2012	2		9	9	9	2
Swale	5449	Queen Elizabeth's Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			24/03/2015	1		9	9	9	1
Swale	2237	Queenborough School and Nursery	PRI	ACA PRI	Academy	Academy		FALSE	12/01/2022		05/10/2016	1		9	9	9	1
Swale	2249	Regis Manor Primary School	PRI	ACA PRI	Academy	Academy		FALSE			06/03/2018	2		9	9	9	2
Swale	2090	Richmond Academy	PRI	ACA PRI	Academy	Academy		FALSE			08/11/2022	2		2	2	2	2
Swale	2239	Rodmersham School	PRI	PRI	Community	Non Academy		FALSE			21/09/2011	1		9	9	9	1
Swale	2245	Rose Street Primary School	PRI	PRI	Community	Non Academy		FALSE			29/11/2022	3		3	2	2	3
Swale	3112	Selling Church of England Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	11/11/2021	2	15/09/2011	2		9	9	9	2
Swale	2246	Sheldwich Primary School	PRI	ACA PRI	Academy	Academy		FALSE			08/11/2012	1		9	9	9	1
Swale	2435	South Avenue Primary School	PRI	ACA PRI	Academy	Academy		FALSE			11/10/2022	2		2	2	2	2
Swale	2054	St Edward's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			21/05/2019	2		9	9	9	2
Swale	5228	St Georges CoFe (Aided) Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE	02/10/2018	2	17/04/2013	2		9	9	9	2
Swale	2051	St Mary of Charity CoFe (Aided) Primary School	PRI	ACA PRI	Academy	Academy	Diocese of Canterbury	FALSE			10/07/2018	1		9	9	9	1
Swale	3714	St Peter's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			11/05/2010	1		9	9	9	1
Swale	2126	Sunny Bank Primary School	PRI	ACA PRI	Academy	Academy		FALSE			18/06/2019	4	SM	9	9	9	4
Swale	3117	Teynham Parochial Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	07/02/2018	2	15/05/2013	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DFE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Swale	4242	The Abbey School	SEC	ACA HIG	Academy	Academy		TRUE			11/05/2022	4	SWK	2	4	3	4
Swale	2513	The Oaks Infant School	PRI	ACA INF	Academy	Academy		TRUE	24/11/2021	2	27/06/2011	2		9	9	9	2
Swale	4002	The Sittingbourne School	SEC	ACA HIG	Academy	Academy		TRUE			21/11/2017	2		9	9	9	2
Swale	2034	Thistle Hill Academy	PRI	ACA PRI	Academy	Academy		TRUE			26/04/2022	3		3	2	2	3
Swale	3337	Tunstall Church of England (Aided) Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	11/05/2022		03/03/2016	1		9	9	9	1
Swale	2434	West Minster Primary School	PRI	PRI	Community	Non Academy		TRUE	01/12/2021	2	29/11/2016	2		9	9	9	1
Swale	3912	Westlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE	26/06/2019	2	20/05/2015	2		9	9	9	1
Swale	5434	Westlands School	SEC	ACA HIG	Academy	Academy		TRUE			26/02/2019	2		9	9	9	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Thanet	3178	Birchington Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	25/09/2019	2	13/01/2016	2		9	9	9	2
Thanet	2603	Bromstone Primary School, Broadstairs	PRI	PRI	Foundation	Non Academy		TRUE			26/03/2019	2		9	9	9	2
Thanet	2329	Callis Grange Nursery and Infant School	PRI	INF	Community	Non Academy		FALSE			20/04/2022	2		2	1	1	2
Thanet	5462	Chatham & Clarendon Grammar School	SEC	ACA GRA	Academy	Academy		FALSE	16/05/2018	2	11/09/2014	2		9	9	9	2
Thanet	2596	Chilton Primary School	PRI	ACA PRI	Academy	Academy		FALSE			09/01/2019	1		9	9	9	1
Thanet	2020	Christ Church Church of England Junior School, Ramsgate	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE	10/11/2021	2	05/10/2016	2		9	9	9	2
Thanet	2028	Cliftonville Primary School	PRI	ACA PRI	Academy	Academy		FALSE			30/11/2016	1		9	9	9	1
Thanet	2015	Dame Janet Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			02/10/2018	2		9	9	9	2
Thanet	5460	Dane Court Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			10/05/2022	2		2	2	2	2
Thanet	2017	Drapers Mills Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			13/03/2018	2		9	9	9	1
Thanet	2340	Ellington Infant School	PRI	INF	Community	Non Academy		FALSE	19/07/2022	2	28/02/2017	2		9	9	9	2
Thanet	1128	Enterprise Learning Alliance	PRU	PRU	Community	Non Academy		FALSE			05/06/2019	2		9	9	9	2
Thanet	7040	Foreland Fields School	SPE	C&L	Foundation	Non Academy		FALSE	29/11/2017		19/06/2013	2		9	9	9	2
Thanet	3917	Garlinge Primary School and Nursery	PRI	PRI	Foundation	Non Academy		TRUE	15/03/2018	2	25/06/2014	2		9	9	9	1
Thanet	4172	Hartdown Academy	SEC	ACA HIG	Academy	Academy		FALSE			07/12/2021	2		2	2	2	2
Thanet	4120	King Ethelbert School	SEC	ACA HIG	Academy	Academy		FALSE			02/10/2018	2		9	9	9	2
Thanet	7073	Laleham Gap School	SPE	C&I	Foundation	Non Academy		FALSE	05/07/2017		21/03/2013	2		9	9	9	2
Thanet	3179	Margate, Holy Trinity and St John's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	TRUE			21/11/2017	2		9	9	9	2
Thanet	3182	Minster Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	07/11/2017		27/11/2012	2		9	9	9	2
Thanet	3183	Monkton Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			11/09/2018	2		9	9	9	2
Thanet	3918	Newington Community Primary School	PRI	PRI	Community	Non Academy		FALSE	16/03/2017		14/03/2017	1		9	9	9	1
Thanet	2010	Newlands Primary School	PRI	ACA PRI	Academy	Academy		FALSE	02/11/2022	2	17/05/2017	2		9	9	9	2
Thanet	2009	Northdown Primary School	PRI	ACA PRI	Academy	Academy		FALSE			23/11/2021	2		2	2	2	2
Thanet	2672	Palm Bay Primary School	PRI	ACA PRI	Academy	Academy		FALSE	13/12/2018	2	23/10/2014	2		9	9	9	2
Thanet	2345	Priory Infant School	PRI	INF	Community	Non Academy		FALSE	27/02/2018	2	06/02/2014	2		9	9	9	2
Thanet	2064	Ramsgate Arts Primary School	PRI	FRE PRI	Free	Academy		FALSE			02/05/2018	2		9	9	9	2
Thanet	3364	Ramsgate, Holy Trinity Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE			28/09/2021	1		1	1	1	1
Thanet	2011	Salmestone Primary School	PRI	ACA PRI	Academy	Academy		FALSE			22/01/2019	2		9	9	9	2
Thanet	7033	St Anthony's School	SPE	SEMH	Foundation	Non Academy		FALSE	02/07/2019	2	01/07/2015	2		9	9	9	2
Thanet	2337	St Crispin's Community Primary Infant School	PRI	INF	Community	Non Academy		FALSE	11/09/2019	2	25/05/2011	2		9	9	9	2
Thanet	3722	St Ethelbert's Catholic Primary School	PRI	PRI	Voluntary Aided	Non Academy	Archdiocese of Southwark	FALSE	13/06/2019	2	09/07/2015	2		9	9	9	2
Thanet	5447	St George's Church of England Foundation School	SEC	HIG	Foundation	Non Academy	Diocese of Canterbury	FALSE			12/06/2019	2		9	9	9	1
Thanet	3889	St Gregory's Catholic Primary School, Margate	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			18/09/2019	2		2	2	2	2
Thanet	3890	St Joseph's Catholic Primary School, Broadstairs	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			08/06/2022	3		3	2	2	3
Thanet	2014	St Laurence In Thanet Church of England Junior Academy	PRI	ACA JUN	Academy	Academy	Diocese of Canterbury	FALSE			03/07/2018	2		9	9	9	2
Thanet	2328	St Mildred's Primary Infant School	PRI	INF	Foundation	Non Academy		FALSE	24/11/2021	1	27/01/2016	1		9	9	9	1
Thanet	3186	St Nicholas At Wade Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			01/10/2019	2		2	2	2	2
Thanet	3360	St Peter-in-Thanet CofE Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	08/05/2019	2	29/04/2015	2		9	9	9	2
Thanet	3181	St Saviour's Church of England Junior School	PRI	JUN	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	27/03/2018	2	13/03/2014	2		9	9	9	2
Thanet	7058	Stone Bay School	SPE	C&I	Foundation	Non Academy		FALSE	16/01/2018	2	12/06/2013	2		9	9	9	2
Thanet	4016	The Charles Dickens School	SEC	ACA HIG	Academy	Academy		TRUE			25/06/2019	3		9	9	9	2
Thanet	5468	The Royal Harbour Academy	SEC	HIG	Foundation	Non Academy		FALSE			08/01/2020	3		3	2	2	3
Thanet	2523	Upton Junior School	PRI	ACA JUN	Academy	Academy		FALSE			20/11/2014	1		9	9	9	1
Thanet	4633	Ursuline College	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	FALSE			08/11/2022	2		2	2	2	2

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Tonbridge and Malling	4029	Aylesford School	SEC	ACA HIG	Academy	Academy		FALSE			03/03/2020	2		2	2	2	2
Tonbridge and Malling	2086	Bishop Chavasse Primary School	PRI	FRE PRI	Free	Academy	Diocese of Rochester	FALSE			05/07/2022	2		2	2	2	2
Tonbridge and Malling	5201	Borough Green Primary School	PRI	PRI	Foundation	Non Academy		FALSE	03/07/2018	2	25/06/2014	2		9	9	9	2
Tonbridge and Malling	2514	Brookfield Infant School	PRI	INF	Community	Non Academy		FALSE	23/03/2022		15/03/2016	1		9	9	9	1
Tonbridge and Malling	5223	Brookfield Junior School	PRI	JUN	Community	Non Academy		FALSE			21/11/2017	2		9	9	9	2
Tonbridge and Malling	3062	Burham Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	05/12/2018	2	02/10/2014	2		9	9	9	2
Tonbridge and Malling	2114	Cage Green Primary School	PRI	ACA PRI	Academy	Academy		TRUE			30/01/2019	4	SWK	9	9	9	4
Tonbridge and Malling	5208	Ditton Church of England Junior School	PRI	JUN	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			29/10/2019	3		3	2	2	3
Tonbridge and Malling	5212	Ditton Infant School	PRI	INF	Foundation	Non Academy		FALSE			04/10/2022	2		2	2	2	2
Tonbridge and Malling	2164	East Peckham Primary School	PRI	PRI	Community	Non Academy		FALSE	13/03/2018	2	10/10/2013	2		9	9	9	2
Tonbridge and Malling	7052	Grange Park School	SPE	C&I	Foundation	Non Academy		FALSE	11/10/2016		21/11/2012	2		9	9	9	2
Tonbridge and Malling	2132	Hadlow Primary School	PRI	PRI	Community	Non Academy		FALSE	02/10/2019	2	22/03/2016	2		9	9	9	2
Tonbridge and Malling	4009	Hadlow Rural Community School	SEC	FRE SEC	Free	Academy		FALSE	26/02/2019	2	23/06/2015	2		9	9	9	2
Tonbridge and Malling	5455	Hayesbrook Academy	SEC	ACA HIG	Academy	Academy		FALSE			06/12/2022	2		2	1	2	2
Tonbridge and Malling	3033	Hildenborough Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	23/05/2017		04/10/2012	2		9	9	9	2
Tonbridge and Malling	5450	Hillview School for Girls	SEC	ACA HIG	Academy	Academy		FALSE	27/03/2018	2	11/12/2013	2		9	9	9	2
Tonbridge and Malling	5431	Hugh Christie School	SEC	HIG	Foundation	Non Academy		TRUE			05/12/2017	2		9	9	9	2
Tonbridge and Malling	2167	Ightham Primary School	PRI	PRI	Community	Non Academy		FALSE			03/03/2020	1		1	1	1	1
Tonbridge and Malling	2680	Kings Hill School Primary and Nursery	PRI	PRI	Community	Non Academy		FALSE	08/12/2022	2	23/01/2013	2		9	9	9	2
Tonbridge and Malling	3324	Leybourne, St Peter and St Paul Church of England Primary Academy	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE			02/11/2021	2		2	2	2	2
Tonbridge and Malling	2662	Long Mead Community Primary School	PRI	PRI	Foundation	Non Academy		FALSE			17/09/2019	2		2	2	2	2
Tonbridge and Malling	2562	Lunsford Primary School	PRI	PRI	Community	Non Academy		FALSE	22/11/2017		12/06/2013	2		9	9	9	2
Tonbridge and Malling	2185	Mereworth Community Primary School	PRI	PRI	Community	Non Academy		FALSE	07/07/2022	2	06/02/2013	2		9	9	9	2
Tonbridge and Malling	3745	More Park Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	13/09/2017		04/07/2013	2		9	9	9	2
Tonbridge and Malling	7051	Nexus Foundation Special School	SPE	C&L	Foundation	Non Academy		FALSE			11/09/2019	3		3	2	2	2
Tonbridge and Malling	2187	Offham Primary School	PRI	PRI	Community	Non Academy		FALSE			19/05/2015	1		9	9	9	1
Tonbridge and Malling	3325	Platt Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	24/04/2019	2	21/10/2015	2		9	9	9	2
Tonbridge and Malling	2188	Plaxtol Primary School	PRI	PRI	Community	Non Academy		FALSE	01/02/2018	2	24/01/2013	2		9	9	9	2
Tonbridge and Malling	2085	Royal Rise Primary School	PRI	ACA PRI	Academy	Academy		FALSE			14/09/2021	2		2	2	2	2
Tonbridge and Malling	2189	Ryarsh Primary School	PRI	PRI	Community	Non Academy		FALSE			25/04/2012	1		9	9	9	1
Tonbridge and Malling	2190	Shipbourne School	PRI	PRI	Community	Non Academy		FALSE	28/03/2019	2	24/03/2015	2		9	9	9	2
Tonbridge and Malling	2155	Slade Primary School and Attached Unit for Children with Health Needs	PRI	PRI	Community	Non Academy		TRUE			21/09/2011	1		9	9	9	1
Tonbridge and Malling	5200	Snodland CofE Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	19/10/2022	2	17/10/2012	2		9	9	9	2
Tonbridge and Malling	3089	St George's Church of England Voluntary Controlled Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			13/12/2022	2		2	2	2	2
Tonbridge and Malling	2006	St James the Great Academy	PRI	ACA PRI	Academy	Academy		FALSE			07/03/2018	2		9	9	9	2
Tonbridge and Malling	2118	St Katherine's School & Nursery	PRI	ACA PRI	Academy	Academy		FALSE			14/11/2017	3		9	9	9	3
Tonbridge and Malling	3744	St Margaret Clitherow Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE			01/11/2022	2		2	1	1	2
Tonbridge and Malling	3059	St Mark's Church of England Primary School, Eccles	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	FALSE	22/03/2022	2	30/09/2015	2		9	9	9	2
Tonbridge and Malling	3057	St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	20/03/2019	2	20/01/2015	2		9	9	9	2
Tonbridge and Malling	2539	Stocks Green Primary School	PRI	PRI	Community	Non Academy		FALSE	19/06/2018	2	05/03/2014	2		9	9	9	2
Tonbridge and Malling	2156	Sussex Road Community Primary School	PRI	PRI	Community	Non Academy		FALSE	24/11/2021	2	22/11/2016	2		9	9	9	2
Tonbridge and Malling	2065	The Discovery School	PRI	PRI	Community	Non Academy		FALSE			12/11/2008	1		9	9	9	1
Tonbridge and Malling	4027	The Holmesdale School	SEC	ACA HIG	Academy	Academy		TRUE			06/07/2021	3		3	2	2	2
Tonbridge and Malling	4622	The Judd School	SEC	GRA	Voluntary Aided	Non Academy		TRUE			06/05/2015	1		9	9	9	1
Tonbridge and Malling	5425	The Malling School	SEC	HIG	Foundation	Non Academy		TRUE			18/06/2019	3		9	9	9	2
Tonbridge and Malling	1123	The Rosewood School	PRU	PRU	Community	Non Academy		FALSE			22/06/2022	2		2	2	2	2
Tonbridge and Malling	5443	Tonbridge Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			16/10/2019	1		1	1	1	1
Tonbridge and Malling	3082	Trottscliffe Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	15/09/2022	2	11/06/2013	2		9	9	9	2
Tonbridge and Malling	2530	Tunbury Primary School	PRI	PRI	Community	Non Academy		FALSE	17/10/2017		10/07/2013	2		9	9	9	2
Tonbridge and Malling	2030	Valley Invicta Primary School At Aylesford	PRI	ACA PRI	Academy	Academy		FALSE	19/01/2022	2	09/11/2016	2		9	9	9	3

Latest Ofsted Inspections as at 28th February 2023

District	DFE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Tonbridge and Malling	2037	Valley Invicta Primary School at Holborough Lakes	PRI	ACA PRI	Academy	Academy		TRUE			03/10/2018	2		9	9	9	2
Tonbridge and Malling	2038	Valley Invicta Primary School At Kings Hill	PRI	ACA PRI	Academy	Academy		TRUE			27/09/2018	2		9	9	9	2
Tonbridge and Malling	2036	Valley Invicta Primary School At Leybourne Chase	PRI	ACA PRI	Academy	Academy		TRUE			25/09/2018	2		9	9	9	2
Tonbridge and Malling	3084	Wateringbury Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			08/11/2017	2		9	9	9	2
Tonbridge and Malling	4046	Weald of Kent Grammar School	SEC	ACA GRA	Academy	Academy		FALSE			26/04/2022	3		2	3	3	3
Tonbridge and Malling	3086	West Malling Church of England Primary School and McGinty S	PRI	ACA PRI	Academy	Academy	Diocese of Rochester	TRUE	17/10/2017		15/05/2013	2		9	9	9	2
Tonbridge and Malling	2079	Woodlands Primary School	PRI	PRI	Community	Non Academy		FALSE			11/06/2019	2		9	9	9	2
Tonbridge and Malling	3088	Wouldham, All Saints Church of England Voluntary Controlled	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	01/11/2017		13/02/2013	2		9	9	9	2
Tonbridge and Malling	5409	Wrotham School	SEC	ACA HIG	Academy	Academy		FALSE			21/05/2019	2		9	9	9	1

Latest Ofsted Inspections as at 28th February 2023

District	DfE	School Name	School Type	School Sub Type	Status	Academy/ Non Academy	Diocese	SEN Unit	Ungraded Inspection - Most Recent Date	Ungraded Inspection - Most Recent Overall Outcome	Graded Inspection - Most Recent Date	Graded Inspection - Most Recent Overall Effectiveness	Graded Inspection - Most Recent Category of Concern	Graded Inspection - Most Recent Quality of Education	Graded Inspection - Most Recent Behaviour and Attitudes	Graded Inspection - Most Recent Personal Development	Graded Inspection - Most Recent Effectiveness of leadership and management
Tunbridge Wells	3022	Benenden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	24/02/2022	2	13/12/2016	2		9	9	9	2
Tunbridge Wells	5464	Bennett Memorial Diocesan School	SEC	ACA WID	Academy	Academy	Diocese of Rochester	FALSE			27/06/2012	1		9	9	9	1
Tunbridge Wells	3023	Bidborough Church of England Voluntary Controlled Primary S	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	10/11/2022	2	10/07/2013	2		9	9	9	2
Tunbridge Wells	2490	Bishops Down Primary School	PRI	PRI	Community	Non Academy		TRUE	15/07/2022	2	20/03/2012	2		9	9	9	2
Tunbridge Wells	3306	Brenchley and Matfield Church of England Primary School	PRI	ACA PRI	Academy		Diocese of Rochester	FALSE	15/11/2018	2	28/11/2013	2		9	9	9	2
Tunbridge Wells	2651	Broadwater Down Primary School	PRI	PRI	Community	Non Academy		FALSE	21/11/2017		31/01/2013	2		9	9	9	2
Tunbridge Wells	7002	Broomhill Bank School	SPE	C&I	Foundation	Non Academy		FALSE			06/03/2018	2		9	9	9	2
Tunbridge Wells	2128	Capel Primary School	PRI	PRI	Community	Non Academy		FALSE	15/01/2019	2	05/02/2015	2		9	9	9	2
Tunbridge Wells	2465	Claremont Primary School	PRI	PRI	Community	Non Academy		FALSE			11/01/2023	2		2	1	1	2
Tunbridge Wells	3308	Colliers Green Church of England Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	07/03/2019	2	25/03/2015	2		9	9	9	2
Tunbridge Wells	3027	Cranbrook Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	22/06/2022	2	25/04/2017	2		9	9	9	2
Tunbridge Wells	5416	Cranbrook School	SEC	ACA GRA	Academy	Academy		FALSE			22/03/2022	2		2	1	1	2
Tunbridge Wells	3198	Frittenden Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			23/11/2022	3		3	3	2	3
Tunbridge Wells	3029	Goudhurst and Kildown Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE			19/03/2014	1		9	9	9	1
Tunbridge Wells	3032	Hawkhurst Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Canterbury	FALSE	21/11/2017		03/07/2013	2		9	9	9	2
Tunbridge Wells	2135	Horsmonden Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE			06/07/2016	2		9	9	9	2
Tunbridge Wells	3034	Lamberhurst St Mary's CoFE (Voluntary Controlled) Primary Sc	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	04/07/2017		08/05/2013	2		9	9	9	2
Tunbridge Wells	2482	Langton Green Primary School	PRI	PRI	Community	Non Academy		FALSE			19/06/2012	1		9	9	9	1
Tunbridge Wells	5439	Mascalls Academy	SEC	ACA WID	Academy	Academy		FALSE	17/11/2021	2	02/05/2012	2		9	9	9	2
Tunbridge Wells	7011	Meadows School	SPE		Non Maintained Special			FALSE			20/04/2022	3		3	2	2	3
Tunbridge Wells	7070	Oakley School	SPE	C&L	Community	Non Academy		FALSE	26/03/2019	2	11/03/2015	2		9	9	9	2
Tunbridge Wells	2127	Paddock Wood Primary Academy	PRI	ACA PRI	Academy	Academy		FALSE	12/07/2016		28/11/2011	2		9	9	9	2
Tunbridge Wells	2139	Pembury School	PRI	PRI	Community	Non Academy		FALSE	26/02/2019	2	03/02/2015	2		9	9	9	2
Tunbridge Wells	3913	Rusthall St Paul's CoFE VA Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	22/01/2020	2	29/06/2016	2		9	9	9	2
Tunbridge Wells	2142	Sandhurst Primary School	PRI	PRI	Community	Non Academy		FALSE			05/02/2019	2		9	9	9	2
Tunbridge Wells	3309	Sissinghurst Voluntary Aided Church of England Primary Schoo	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Canterbury	FALSE	06/02/2018	2	06/06/2013	2		9	9	9	2
Tunbridge Wells	6916	Skinner's Kent Academy	SEC	ACA HIG	Academy	Academy		FALSE	23/02/2022		08/06/2016	1		9	9	9	1
Tunbridge Wells	2045	Skinner's Kent Primary School	PRI	ACA PRI	Academy	Academy		FALSE			25/09/2018	2		9	9	9	1
Tunbridge Wells	3297	Southborough CoFE Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	21/06/2018	2	27/03/2014	2		9	9	9	2
Tunbridge Wells	3042	Speldhurst Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			06/02/2014	1		9	9	9	1
Tunbridge Wells	3754	St Augustine's Catholic Primary School	PRI	ACA PRI	Academy	Academy	Archdiocese of Southwark	FALSE	15/09/2021	2	12/11/2015	2		9	9	9	2
Tunbridge Wells	3320	St Barnabas CoFE VA Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE	04/10/2018	2	27/11/2014	2		9	9	9	2
Tunbridge Wells	5435	St Gregory's Catholic School	SEC	ACA WID	Academy	Academy	Archdiocese of Southwark	TRUE			15/10/2013	1		9	9	9	1
Tunbridge Wells	3322	St James' Church of England Voluntary Aided Primary School	PRI	PRI	Voluntary Aided	Non Academy	Diocese of Rochester	FALSE			27/03/2008	1		9	9	9	1
Tunbridge Wells	3050	St John's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			08/11/2017	2		9	9	9	2
Tunbridge Wells	3052	St Mark's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	29/06/2022	2	21/05/2013	2		9	9	9	2
Tunbridge Wells	3294	St Matthew's High Brooms Church of England Voluntary Contr	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE	19/07/2018	2	16/07/2014	2		9	9	9	2
Tunbridge Wells	3053	St Peter's Church of England Primary School	PRI	PRI	Voluntary Controlled	Non Academy	Diocese of Rochester	FALSE			19/03/2014	1		9	9	9	1
Tunbridge Wells	2018	Temple Grove Academy	PRI	ACA PRI	Academy	Academy		FALSE			17/09/2019	2		2	2	2	2
Tunbridge Wells	5418	The Skinner's School	SEC	ACA GRA	Academy	Academy		FALSE			16/11/2021	2		2	2	1	2
Tunbridge Wells	2025	The Wells Free School	PRI	FRE PRI	Free	Academy		FALSE	18/06/2019	2	19/05/2015	2		9	9	9	2
Tunbridge Wells	4043	Tunbridge Wells Girls' Grammar School	SEC	GRA	Foundation	Non Academy		FALSE			02/11/2011	1		9	9	9	2
Tunbridge Wells	4045	Tunbridge Wells Grammar School for Boys	SEC	GRA	Community	Non Academy		FALSE	25/11/2021	2	10/01/2013	2		9	9	9	2
Tunbridge Wells	1129	Two Bridges School	PRU	PRU	Community	Non Academy		FALSE			06/03/2018	1		9	9	9	1

Notes
 An outcome of 9 indicates no available data due to school being inspected under a previous framework
 SWK = Serious Weaknesses
 SM = Special Measures

This page is intentionally left blank

From: Sue Chandler, Cabinet Member for Integrated Children's Services
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children, Young People and Education Cabinet Committee – 16th May 2023

Subject: Inclusion and Pupil Referral Units

Classification: Unrestricted

Past Pathway of report: N/a

Future Pathway of report: N/a

Electoral Division: All

Summary:

This paper outlines the practice of Pupil Referral Units (PRUs) and Alternative Provisions (APs) across the local authority and includes management, curriculum and provision, quality assurance and funding arrangements.

1. Introduction

- 1.1 The challenges faced by children and young people have increased considerably due to the impact of the pandemic. This has resulted with an increase in the number of children and young people experiencing poor mental health, heightened anxiety and Emotionally Based School Avoidance.
- 1.2 As a consequence, there has been a decrease in the levels of school attendance both nationally and locally, and an increase in challenging behaviours in both society and educational institutions resulting in a rise in suspensions and permanent exclusions to above pre-pandemic levels.
- 1.3 Kent County Council recognises that the majority of children and young people are best served when their education provision is delivered by their mainstream school, with their peer group, accessing the breadth of curriculum and opportunities available.
- 1.4 It is schools' responsibility to identify and support, and then signpost to external partners the children and young people who experience the above symptoms. Kent County Council's programme of support ranges from early help and social work to youth justice and PIAS (PRUs, inclusion and attendance service).
- 1.5 PIAS's statutory responsibilities include school suspensions & permanent exclusions, children missing education, and child employment and entertainment, along with school attendance and attendance enforcement. PIAS

staff are currently working on the implementation of the DfE guidance 'Working together to improve school attendance'.

- 1.6 Within the guidance there are clear responsibilities for local authorities, schools, governors and multi-agency services. School's responsibilities include developing and maintaining a whole school culture on promoting the benefits of good attendance, maintaining accurate admission and attendance registers, having robust daily processes to follow up absence and to identify and support pupils who have or who are at risk of poor attendance. These responsibilities should be communicated to all stakeholders through a school attendance policy.
- 1.7 For local authorities, responsibilities include having a strategic approach to improving attendance, making it a key focus across for all frontline council services e.g. early help, and having a School Attendance Support Team e.g. PIAS. Common barriers to attendance must be identified with schools and a named point of contact from the local authority must be supplied. Effective practice through network meetings must be offered and all schools should be visited three times a year to conduct Targeted Support Meetings (TSMs). In addition, local authorities must discuss with schools the pupils with or at risk of having high absence rates and signpost or provide services for support through a multi-agency approach. Where support is not working, legal intervention should be considered.
- 1.8 All local authorities have a legal duty to provide full-time and suitable alternative education for pupils who have been permanently excluded from school or are unable to attend school due to physical or mental health conditions. In Kent, this includes six PRUs and the Health Needs Service Alternative Provision, known as the Rosewood School. PIAS's responsibilities also include the effective management of these provisions in the county.
- 1.9 For the few who require this off-site support, the best practice is where schools, as the education expert, work collaboratively to develop local arrangements, design provision and make decisions regarding intervention which meets the needs of the children they serve. All placements should be primarily for short term respite with the main aim of successful reintegration to mainstream education.
- 1.10 Kent County Council currently maintains the majority of PRUs and Alternative Provisions (APs) within the local authority, with only North West Kent AP being part of an Academy Trust. KCC operate a model of funding which includes delegated funding to the PRU and devolved funding to the schools in the respective catchment areas.
- 1.11 The local authority is clear in its expectation that schools work collaboratively and inclusively and use their allocations flexibly to meet the needs of all the children and young people within their district. This includes those of primary school age and those challenging learners awaiting the outcome of an Education, Health and Care Plan (EHCP) assessment.
- 1.12 Generally, children and young people who attend an AP or PRU exhibit a wide range of both emotional and educational needs, with some on the

neurodevelopment pathway, which by their very nature can impinge negatively upon their progress. A key principle for all APs and PRUs is to provide the highest quality local provision to meet the needs of the local cohort of children and young people. Children and young people placed at an AP or PRU are dual registered at both the PRU and 'substantive' school setting.

1.13 Within the County, there are six behaviour PRUs and one Health Needs Education Service AP.

Area	Pupil Referral Unit
Thanet and Dover	Enterprise Learning Alliance
West Kent	Two Bridges School
Folkestone and Hythe	Birchwood School
Dartford and Gravesham	North West Kent Alternative Provision
Maidstone and Malling	Maidstone and Malling Alternative Provision
Canterbury	Canterbury Inclusion Service
Service	Alternative Provision
Health Needs Education Service	Rosewood School (see Section 6)

2. Behaviour APs and PRUs - Management

2.1 The management and budget of PRUs and APs are fully delegated to the Management Committees of local headteachers, enabling them to oversee the provision and maintain the responsibility for the children and young people in their local area. This provides flexibility for leaders to support vulnerable learners at risk of permanent exclusion and to substantially improve the quality of alternative provision.

2.2 Local authority staff, in particular PIAS and Fair Access work strategically to improve outcomes for vulnerable children and young people, supporting effective inclusion practices across the county, providing information, advice and guidance for the Management Committees of the PRU and In-Year-Fair-Access forums. Advice ranges from support with curriculum design and implementation, transition, managed moves and safeguarding.

2.3 The local authority recognises that best practice occurs when all schools are represented at these panels and Management Committees by staff with decision making authority. All schools can have representation on their PRU Management Committee if they wish to do so and it is strongly advised that Management Committees include Primary representation.

2.4 On a termly basis, the PRU Headteachers and the Chairs of the management committees meet with lead service representatives in KCC's Children, Young People and Education (CYPE) Directorate. At this meeting, key priorities are discussed, along with issues and interfaces that impact both the strategic direction and vision and operational activity for PRUs and APs in Kent.

3. Behaviour APs and PRUs - Curriculum and Provision

3.1 The PRUs and APs provide a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all children and young people become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals who are able to live a safe, healthy and fulfilling life
- active and responsible citizens who make a positive contribution to the wellbeing of present and future generations.

3.2 Working together with Early Help and other Services, PRUs and APs play an important role in ensuring children and young people are effectively supported so that they will have a suitable and sustainable post 16 destination engaging in education, employment or training.

4. Behaviour APs and PRUs - Quality Assurance

4.1 Measures used to indicate the performance of mainstream schools do not work well for APs or PRUs. Children and young people entering alternative provision will do so having disengaged with education and have significant gaps in their learning, and provisions will often only have a short time to work with them to address those issues.

4.2 In order to monitor the progress and support collaboration of the PRUs, Kent County Council along with each PRU collate inclusion information three times a year that contains relevant live data and information such as attendance, reintegration to mainstream education and the number of young people awaiting an EHCP.

4.3 Four PRUs are currently graded as 'Good', one 'Outstanding' and one judged 'Requires Improvement' by Ofsted. The latter transferred to multi academy trust in 2019. One PRU in Canterbury is considered as a component of an Academy Trust due to local and historic funding arrangements and therefore, does not have an independent Ofsted judgement.

5. Behaviour APs and PRUs - Funding arrangements

5.1 Funding provided by the local authority for APs and PRUs is from the Dedicated Schools Grant High Needs Block and is in addition to the annual School Budget. The local authority calculates each Districts' allocations using an agreed formula. These budgets are re-calculated each year using the updated school budget datasets provided by the DfE. The total funding budget for 2023-24 is £12.5m, excluding administration and London fringe allowance).

5.2 Depending on local agreements by headteachers, the total available funding will be either fully devolved to schools within a District, or partly delegated directly to PRUs and partly devolved to a group of schools within the local area. For Districts where funding is fully devolved to schools e.g. Ashford, there will not be a physical PRU, but schools will use their devolved funding independently to support vulnerable learners. For districts with delegated budgets, there will be a formal PRU, which means it has a DfE number.

5.3 The distribution of funding is based upon allocating a fixed total budget across four different factors:

- Pupil numbers – KS3&4 50%
- Income Deprivation Affecting Children’s Index (IDACI) 40%
- Looked After Children (LAC) 5%
- English as an Additional Language (EAL) 5%

5.4 The pupil numbers used in the calculations are a 50:50 blended mix of actual headcount recorded on the census and published admission number (PAN). The IDACI, LAC and EAL are all calculated consistently with how they are dealt with in the school formulae budget. All calculations are completed at the school level and the District budget is the total of the school allocations in that District. All non-selective secondary schools will receive a sum of devolved High Needs Block funding for Alternative Provision as a pre-payment for delivering the agreed inclusion results. Any selective schools’ allocations are redistributed within each District to the non-selective schools.

5.5 The DfE rules stipulate that where there is a physical PRU they must have a delegated budget. The method for allocating a delegated PRU budget, prescribed by the DfE is ‘place plus’. The amount delegated to a PRU will be determined by an agreed number of commissioned places. The local authority will commission places in the PRU totalling 0.42% (national average of PRU students) of the Kent 11-16 pupil population.

No. of commissioned places (academic year 2022-23)

	Ashford	Canterbury	Dartford	Dover	Folkestone & Hythe	Gravesham	Maidstone & Malling	Swale	Thanet	West Kent	Total
No. of places	32	51	37	38	27	36	49	41	39	49	399
Physical PRU or AP	N	Y	Y	Y	Y	Y	Y	N	Y	Y	

5.6 Each commissioned place will be funded at £18k per financial year and this funding will be delegated directly to the PRU within the district. Any remaining District allocation will be devolved to the non-selective secondary schools within the District, selective schools do not receive any of the devolved funding. It is at the discretion of the schools who receive this funding to determine whether any of this devolved funding should be passed to the PRU.

5.7 If a district does not have a physical PRU with a DfE number then the funding will be devolved directly to schools within the district based on the annual formula calculation. Funding can only be devolved to schools or trusts, under a grant with the Local Authority. This arrangement includes the following provisions:

- i. Schools are required to ensure the best solution is designed and deployed for the effective provision and management of high-quality early intervention and prevention activities to reduce Permanent Exclusion, including:
 - offer a full-time provision (usually 25 hours).
 - ensure that the pupils' capacity to access provision will be carefully assessed in accordance with current educational guidance and good practice. Wherever possible, the focus of provision should be on reintegration of the pupil to mainstream education.
 - where pupils are unable to access full time provision, the school will inform the Local Authority of the reasons through the PIAS digital front door.
 - ensure programmes are educational and focused on achieving good outcomes in recognised qualifications, supporting the learning of new and relevant skills and acknowledged accreditation and helping the pupil to overcome impediments to successful learning and achievement.
 - ensure all pupils who need multi-agency support have the protection of a plan and take all reasonable steps to integrate the educational plan with those of other relevant services such as, Family and Social Care, Youth Offending Teams and Early Help and Preventative Services etc.
 - ensure that all elements of the programme are accessible to the pupil and are sensitive to their ethnic, religious and cultural backgrounds and additional or special needs they may have.
- ii. If a school, trust or group of schools subcontract provision to another provider, this further provision must have DfE registration.
- iii. Subcontracting arrangements are not permitted to provisions who remove the pupils from the school's roll.

6. Rosewood School

- 6.1 The Rosewood School (TRS) is a provision for children and young people who cannot attend mainstream education due to medical, health and/or physical needs. The school has three sites across the county, these are based in Canterbury, West Malling and a residential adolescent unit in Staplehurst.
- 6.2 TRS sits between mainstream and special school provisions, with a core aim to reintegrate children and young people back to mainstream education. The school is an integral part of Kent's SEND offer and provides short term educational provision to children and young people who are either hospital in-patients or unable to attend a mainstream school due to their medical/physical/mental health needs.
- 6.3 For most children and young people, their placement at TRS is time limited with an anticipated return to mainstream, alternative or post-16 provision. This varies depending on the nature of the medical needs and associated recovery.
- 6.4 TRS provides a broad and balanced curriculum within a smaller environment which supports recovery and fundamentally the reintegration back to the referring school or post 16 provision. The school also offers remote provision to those with medical needs (compromised immunity) as well as outreach, this is all supported with access to a range of health professionals who also offer advice and guidance to Kent schools if required.

6.5 The Rosewood School in currently graded as 'Good' by Ofsted.

7. Next Steps

7.1 Respond to the Green paper, in particular the 'single national SEND and AP system' and a 'reformed and integrated role for AP' and embrace the 'Special Educational Needs and Disabilities (SEND) and Alternative (AP) Improvement Plan'.

7.2 Engage in the Kent County Council Special Schools and AP review.

7.3 Develop the role of Pupil Referral Units (PRUs) in supporting inclusion of children and young people with SEMH in mainstream settings.

7.4 Develop a primary school support/outreach work in each District.

8. Recommendations:

The Children's, Young People and Education Cabinet Committee is informed of the practice of Pupil Referral Units (PRUs) and Alternative Provisions (APs) across the local authority and is asked to note the report.

Report Author: Simon Smith	Relevant Director: Stuart Collins
Job title: PIAS Manager (PRU, Inclusion & Attendance Manager)	Job title: Director: Integrated Childrens Services
Telephone number: 03000 418 479	Telephone number: 03000 410 519
Email address: simon.smith2@kent.gov.uk	Email address: Stuart.Collins@kent.gov.uk

This page is intentionally left blank

From: Sue Chandler, Cabinet Member for Integrated Children's Services
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children's and Young People's Cabinet Committee – 16 May 2023

Subject: Frontline Partner Authority and Early Adopter bid for Early Careers Framework

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: N/A

Electoral Division: All

Summary: This report outlines 2 funded projects being undertaken by Integrated Children's Services (ICS).

Recommendations:

The Cabinet Committee is asked to note the report and the future implications of these pilots.

1. Introduction

- 1.1 Frontline is the biggest social work recruitment programme in the country funded by the Department for Education (DfE). It is a national programme with centralised recruitment attracting a high number of applicants from Kent residents. Frontline approached KCC to participate in the programme which would allow a possible route for Kent participants to be placed in their home county.
- 1.2 The programme is anticipated to bring a diverse range of people into the social work profession and offer a further route into social work at KCC where the timeline is streamlined to create Social Workers within one year. This programme is expected to complement other successful programmes run by KCC such as Step Up and the Social Work Degree Apprenticeship. A recent national recruitment campaign by Frontline resulted in over 120 applications from Kent residents.
- 1.3 The DfE is responsible for paying a bursary to the participants of £18-20,000 and funding the full 1-year degree training programme via the University of Lancaster, as well as a grant to KCC of £4,500 per participant. In return, KCC is expected to fund a Consultant Social Worker to support up to 4/5 participants during this initial year and the grant income can be used towards this cost. In the second year of the programme the participants are then expected to join KCC as newly qualified social workers and participate in Kent's well-established "Assessed and Supported Year in Employment" (ASYE) programme.

1.4 The council has the opportunity to support up to 10 participants split into two units from September 2023, in two of our hardest to recruit areas, Sevenoaks North and Thanet. The financial commitment required of KCC is anticipated to be the cost of two Children Social Work posts, less the grant income of £45,000. An estimated cost to KCC of approximately £75,000-£150,000.

1.5 **Early Adopter bid**

The Department for Education has recently requested expressions of interests from Local Authorities to support in the development of a structured early career offer of support to social workers beyond the one-year ASYE programme. An initial bid by KCC was made to be part of this programme in respect to two Kent initiatives: the Early Years programme and The Social Care Capability Framework. If KCC were successful, the research phase is anticipated to start in June and funding will be provided to support engagement in this process.

2. **Financial Implications**

2.1 *Frontline* - The revenue cost of the programme to KCC is approximately £75,000 over one year for the support of up to 10 trainee social workers. This is a substantially lower cost route than the social work degree apprenticeship route where KCC are required to fund the salary costs of trainees for three years whilst completing their degree (with a total cost of c£900,000). The cost of this programme is expected to be managed within the Social Work budget.

2.2 The successful recruitment and retention of the trainees is a further opportunity to reduce our dependency on agency staff which are approximately 50% more expensive than permanent staff.

2.3 *Early Adopters Bid* - The DFE will initially provide £50,000 to support each Local Authority to engage in the research activity. This will require the involvement of a range of staff across both Children Social Work and Human Resources including Principal Social Worker, Practice Development, Workforce Development and Learning & Development. Further funding is anticipated for subsequent phases of the project.

3. **Legal implications**

3.1 *Frontline* - A Collaboration Agreement was provided which is currently with Legal Services for review.

3.2 *Early Adopters* - A grant funding agreement will be provided if successful

4. **Equalities implications**

4.1 An Equalities Impact Assessment is being completed for both projects.

5. **Risk and Other Factors**

5.1 *Frontline* - Participants apply direct to Frontline so would not form part of the usual routes to recruit social workers eg. social work degree graduates or social work degree apprentices. Frontline agreed KCC may influence some aspects of

the recruitment process but will not be directly involved. The Consultant Social Worker roles are internal secondments and they will be allocated the families held by the students, up to 50 families maximum. Therefore, there will not be a need to backfill the roles.

- 5.2 *Early Adopters* - To comply with the funding regulations, ICS will need to engage in the research activity so this will require resource capacity from existing members of CYPE and HR/OD. It will eventually require a pilot group of staff to test new systems or attend training, feedback to the research team and produce monitoring reports.

6. Governance

- 6.1 *Frontline* - KCC enters a partnership arrangement with Frontline with roles and responsibilities set out. KCC is responsible for the participants joining our ASYE programme and becoming NQSWs in year 2.
- 6.2 *Early Adopters* - The DfE will provide a contract for Early Adopters setting out the expectations. A report will be brought back to Committee to provide an update on the outcome of the projects.

7. Alternatives considered

- 7.1 *Frontline* - If the Authority does not participate the trainees will still be recruited by Frontline but will be placed in other local authorities. Whilst we will continue to offer the social work degree apprenticeship opportunity, currently this programme is only offered every 3 years due to the significant cost.
- 7.2 *Early Adopters* – If we decide not to take part, other LAs will get the opportunity to shape a national programme and we will need to wait until it is developed and rolled out in 2026.

8. Conclusions

- 8.1 *Frontline* – This is a national programme with proven results in both completion and retention rates. It offers another route into social work at KCC and is a potential solution to plugging the gaps in 2 hard to recruit areas. The 10 participants will automatically join us as ASYEs in year 2. The inward investment from DfE is significant and compares favourably to that of other entry routes. The participants are local residents meaning we are supporting the local economy and helping to improve local opportunities within KCC.
- 8.2 *Early Adopters* – This gives KCC the opportunity to lead from the front and shape a national programme. We will get the opportunity to experience innovative new ideas and give our social workers access to the finest development opportunities and learning from other local authorities. Eventually, if the programme is successful, KCC may qualify for funding from the DfE to fund a programme to be rolled out across KCC similar to the funding received for the ASYE programme.

9. Recommendations

Recommendations:

The Cabinet Committee is asked to note the report and the future implications of these pilots.

10. Background Documents

None

11. Contact details

Report Author:
Angela Watts
Strategy and Commissioning
03000411305
angela.watts@kent.gov.uk

Relevant Director:
Kevin Kasaven
Director of Integrated Children's Services
Tel: 03000 416334
Kevin.kasaven@kent.gov.uk

From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director for Children, Young People and Education

To: Children, Young People and Education Cabinet Committee
- 16 May 2023

Subject: 23/00051 - Post 16 Transport Policy Statement 2023/24

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member Decision

Summary: KCC has a legal duty to consult on its policy for Post 16 Transport annually and publish a Post 16 Transport Policy Statement.

Recommendation(s): The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE or make recommendations to the Cabinet Member covering the proposal to: agree the proposed Post 16 Transport Policy Statement.

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.

2. Policy Framework

- 2.1 The Post 16 Transport Policy will assist learners in accessing their preferred learning environments and contribute to children and young people in Kent getting the best start in life and achieving 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. This provides up to a 50% reduction in travel costs for the average user. Learning providers, at their discretion, can further 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 KCC consulted with current and future service users between 25 January and 21 March 2023 on a Post 16 Transport Policy Statement for 2023/24, stating that no changes were proposed for this year. It should be noted that this consultation also included proposals for changes to the Post 16 Transport Policy Statement for 2024/25 and a formalisation of Kent's 4 – 16 Free School Transport Policy for 2024/25. Analysis of responses to these elements of the consultation are currently underway and a separate paper will be presented to CYPE Cabinet Committee in July to determine those proposals. However, it was necessary to consider the Post 16 Transport Policy Statement for 2023 earlier to fulfil our statutory responsibilities for annual review.
- 3.4 The policy is attached as Appendix C.
- 3.5 A copy of the consultation documentation including Equality Impact Assessments can be found at www.kent.gov.uk/post16transport

4. Financial Implications

- 4.1 The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, and so the overall costs of the scheme can vary year to year. In the financial year 2022-23, the cost of the post 16+ KTS was £2.7m of which £2.5m was funded from the recharge of the pass. The remaining subsidy of £0.3m is met from the revenue budget. The 2023-24 MTFP includes savings from increasing the KTS 16+ pass cost from September 2023 however, following confirmation of the Bus Subsidy

Implementation Plan for 2023-24, these increases are expected to be delayed with costs covered by grant funding (as outlined in Key Decision 23/00027). In addition, the Home to school transport revenue budget also subsidises the Post 16 SEN Transport offer. These numbers fluctuate from year to year, but the total subsidy is around £10 million per annum.

5. Consultation outcomes

5.1 To raise awareness of the consultation and encourage participation, the following activity was undertaken:

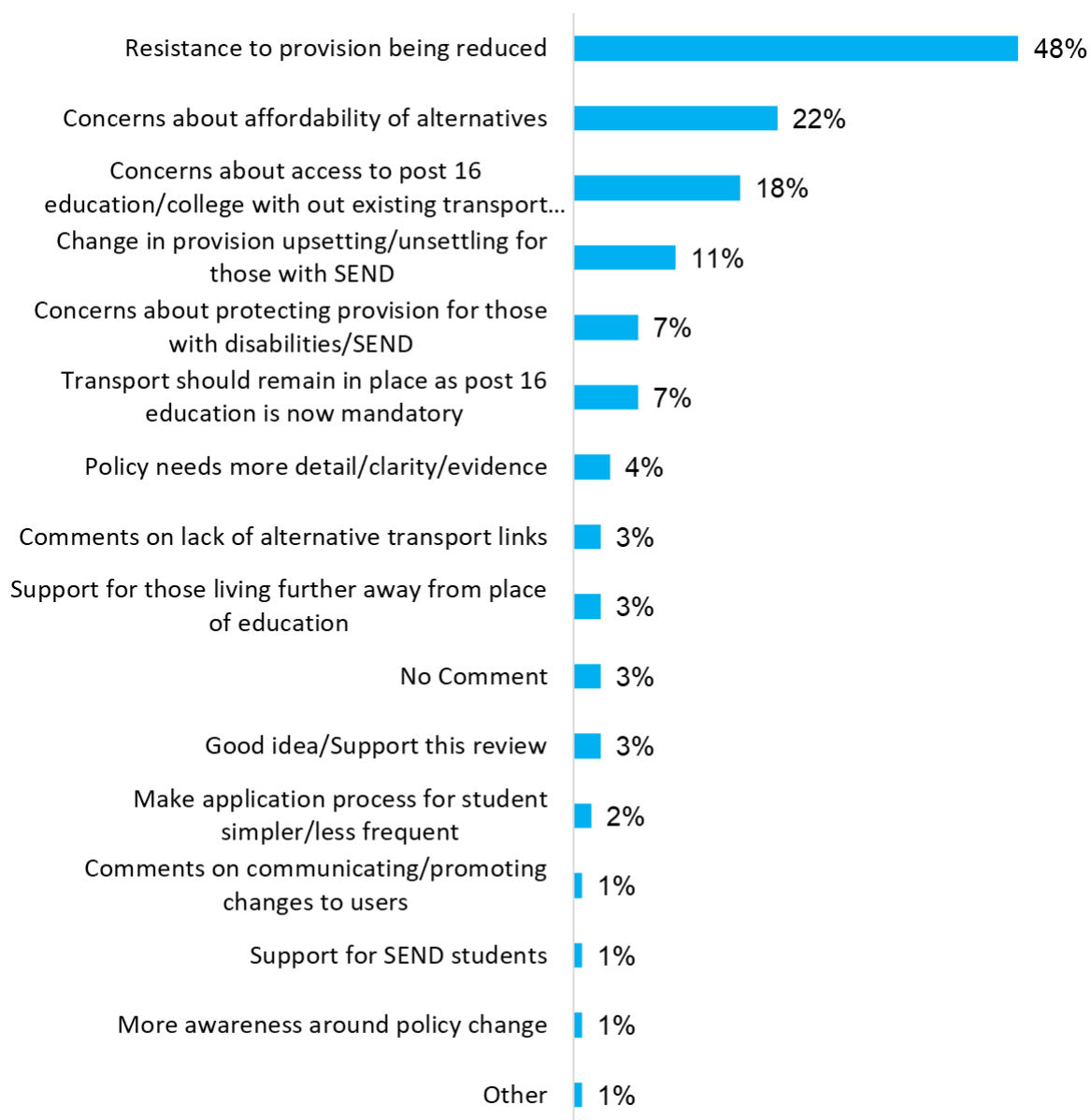
- Emails to stakeholders including head teachers, FE providers, bus operators and other school transport providers, such as taxis.
- Email/letter to all parents of year 10, 11 and post 16 students with an EHCP.
- Invite on the launch of the consultation to 8,957 Let's talk Kent registered users who have expressed an interest in being kept informed of consultation regarding transport, education, young people and children and families and a reminder email to 9,480 users on 13 March.
- Media release - <https://news.kent.gov.uk/articles/consultation-opens-on-kccs-home-to-school-transport-policy>
- Reviewed consultation materials and policy with Kent PACT and developed parental engagement strategy through their communication channels.
- Promoted by Kent Association of Local Councils (KALC) through their newsletter, website and Facebook page.
- Promoted through KCC's resident e-newsletter, SEND newsletter and Kelsi e-bulletin and intranet.
- Posters provided to bus operators to display on buses.
- Posters displayed in libraries and Gateways and feature on home screen of public computers in libraries.
- Promotional banners added to Kent.gov homepage and relevant service pages.
- Social media via KCC's corporate Facebook, Twitter, Instagram, LinkedIn and Nextdoor accounts and paid targeted Facebook adverts.
- Promotion through KCC's intranet.
- All consultation material included details of how people could contact KCC to ask a question, request hard copies or alternative format.
- A Word version of the questionnaire was provided on the consultation webpage for people who did not wish to complete the online version. A Freepost address was provided for any hard copy responses.
- Large print, easy read and audio versions of the consultation material were available from the consultation webpage and on request.

5.2 Engagement with the consultation webpage, material and social media:

- 7,510 visits to the consultation webpage, by 6,748 visitors.
- 2,018 document downloads, including 1,219 downloads of the Consultation Document
- 192 downloads of the Post 16 Transport Policy Statement 2023-24

- Organic posts had a reach of 21,531 on Facebook and 939 on Instagram. There were 8,572 impressions on Twitter and 1,242 on LinkedIn. Reach refers to the number of people who saw a post at least once and impressions are the number of times the post is displayed on someone's screen. The posts generated approximately 760 clicks through to the consultation webpage. (Not all social media platforms report the same statistics.)
- Paid Facebook advertising had a reach of 27,320, which resulted in 784 clicks on the link to consultation webpage. Post impressions totalled 115,730.
- 89 responses to 2023-24 Post 16 Transport Policy Statement sections of the consultation.

5.3 As outlined above, whilst no changes are being proposed for the 2023-24 Post 16 Transport Policy Statement, KCC is legally required to consult every year. Among those who commented on the 2023-24 policy, just under half (48%) stated resistance to provisions being reduced. These responses are likely to have been influenced by proposals elsewhere in the consultation for the 2024/25 Post 16 Transport Policy Statement, which will be considered in detail in CYPE Cabinet Committee in July before any decisions around proposals are made. Over a fifth (22%) stated concerns around the affordability of transport alternatives. Responses have been summarised into the following categories:



6. Legal Implications:

Local authorities have a duty to prepare and publish by 31 May each year an annual transport policy statement specifying the arrangements for the provision of transport, or otherwise that the authority considers necessary, to make to facilitate the attendance of all persons of sixth form age receiving education or training.

7. Equality Implications:

Post 16 Transport Policy has an overall positive impact for learners with protected characteristics, with little to no negative effects. The document and consultation information can be found via www.kent.gov.uk/schooltransportpolicy

8. Conclusion

8.1 Given the stable nature of Kent's Post 16 transport offer for 2023/24 academic year, which exceeds its statutory duties in a number of areas the

Cabinet Committee is asked to endorse the Post 16 Transport Policy Statement 2023/249

8. Recommendation(s)

The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE or make recommendations to the Cabinet Member covering the proposal to: agree the proposed Post 16 Transport Policy Statement.

9. Background Documents

Appendix A - PROD

Appendix B – Equalities Impact Assessment

Appendix C - Post 16 Transport Policy 2023-24

Consultation documents - <https://letstalk.kent.gov.uk/school-transport-policy>

10. Contact details

Report Author

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

Relevant Director

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

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TAKEN BY:

Rory Love,
Cabinet Member for Education and Skills

DECISION NO:

23/00051

For publication

Subject: Proposed 16 - 19 Transport Policy Statement 2023-24

Decision:

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

Reason(s) for decision:

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. This provides up to a 50% reduction in travel costs for the average user. Learning providers, at their discretion, can further 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.

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.

KCC consulted with current and future service users between 25 January and 21 March 2023 on a Post 16 Transport Policy Statement for 2023/24, stating that no changes were proposed for this year. KCC's proposals for 2023-24 continue to exceed its statutory duties in this area.

Financial Implications

The scheme is uncapped and costs will vary depending on take up levels and journeys undertaken by cardholders, and so the overall costs of the scheme can vary year to year. In the financial year 2022-23, the cost of the post 16+ KTS was £2.7m of which £2.5m was funded from the recharge of the pass. The remaining subsidy of £0.3m is met from the revenue budget. The 2023-24 MTFP includes savings from increasing the KTS 16+ pass cost from September 2023 however, following confirmation of the Bus Subsidy Implementation Plan for 2023-24, these increases are expected to be delayed with costs covered by grant funding (as outlined in Key Decision 23/00027). 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 is around £10 million per annum.

Legal Implications:

Local authorities have a duty to prepare and publish by 31 May each year an annual transport policy

statement specifying the arrangements for the provision of transport, or otherwise that the authority considers necessary, to make to facilitate the attendance of all persons of sixth form age receiving education or training.

Equality Implications:

Post 16 Transport Policy has an overall positive impact for learners with protected characteristics, with little to no negative effects. The document and consultation information can be found via www.kent.gov.uk/schooltransportpolicy

Cabinet Committee recommendations and other consultation:

This decision was considered by the Children's, Young People and Education Cabinet Committee on 16 May 2023.

Any alternatives considered:

All alternatives were considered following the consultation period.

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

None

Signed.....

Date.....

EQIA Submission – ID Number

Section A

EQIA Title

Post 16 Transport Policy Statement including Post 19

Responsible Officer

Craig Chapman - CY EPA

Type of Activity**Service Change**

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility**Directorate**

Children Young People and Education

Responsible Service

Fair Access

Responsible Head of Service

Craig Chapman - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

To develop a Post 16 Transport policy for Kent County Council that enables access to education for Kent learners. To assist Kent's young adults in accessing their education in schools, colleges and through apprenticeships or work-based training provision.

Kent County Council (KCC) has provided students with the opportunity to apply for a Kent 16+ Travel Saver Card which is subsidised by the Council and can be purchased through their learning provider. The Kent 16+ Travel Saver Card gives unlimited access to the public bus network and learning providers can choose to further subsidise this charge to their students or trainees if they wish in cases of financial hardship.

With the participation age continuing to 18, the Kent 16+ Travel Saver Card widens the opportunity for Kent's young adults to access the education provision of their choice at a subsidised cost. This may be at schools, academies, colleges or in the workplace through an apprenticeship or other work-based training provision.

Support for accessing education is not prescribed and Kent use the Kent 16+ Travel Saver Card to meet its duty to enable users access to education.

Where learners can demonstrate that the 16+ Travel Saver Card does not enable access to education, learners can appeal to the Local Authority with a view to accessing alternative assistance.

KCC will also aim to improve the independence of learners with Special Educational Needs or

Disabilities (SEND), by providing travel training to students who will then be able to access public transport with the use of the Kent 16+ Travel Saver Card.

Increased demand for Post 16 transport is creating significant budget pressures even with changes to practice and improving utilisation of transport resources. The increase in EHCP population, as well as a lack of dedicated government funding for this area of duty mean demand and cost is expected to continue to increase.

The Council currently provides over and above the statutory transport requirement and therefore the purpose of this project is to review current practice and implement changes in line with the resource available, while also ensuring statutory duties are met.

The objective of the project is to review and update the Post 16 Transport Policy Statement leading to changes in delivery.

The review will have a particular focus on the three areas listed below:

- Removal of discretionary provision of wholly free SEND Post 16 Transport with an introduction of a mandatory contribution consistent with the subsidies applied to the Kent 16+ Travel Saver paid by mainstream learners, with increased subsidises for low income learners
- Removal of discretionary provision of additional collection and drop off times for Post 16 learners throughout the academic day
- Introduction of qualifying criteria for learners seeking support for new education courses initiated after their 19th birthday

The drivers underpinning the work include:

Need - Kent has seen over an 80% increase in the number of children aged 16 and above with an EHCP since 2018. The provision of transport for this group is inevitably more complex. Based on this, we need to ensure that our policy and transport services are both appropriate to meet the specific travel needs of the learners and is sustainable to meet predicted levels of need in the future.

Financial Sustainability - The government does not provide any dedicated funding for this area of the duty. Even with improvements to how we use the transport resources available to us, the cost for transport continues to exceed the planned budget. This is due to increasing demand and pressures against the current policy provision.

KCC remains one of the last Councils to offer a discretionary Post 16 travel policy, over and above what is required by law. While we have fought to continue this position for a number of years, it cannot be maintained at the expense of fulfilling our statutory duties to all learners.

We are proposing changes to ensure that available resources are targeted to those pupils with the highest need and entitlement, while also ensuring statutory duties are met.

Promoting Independence - Young people need to be adequately prepared for adulthood by encouraging and enabling them to access education, as well as developing their independence. The proposed policy ensures that transport remains available to all pupils that require direct support, but in a way that mirrors the growing responsibility that all students will experience with age.

Parity – The proposed changes will look to align the Post 16 offer to ensure it is more similarly applied to both SEND and mainstream learners. Consideration will still be given to each learner's individual need and reasonable adjustments made, including for families or learners from low-income backgrounds.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

This Equality Impact Assessment is being developed using historic annual consultations, but is intended to be further refined via public consultation planned for January 2023

Stakeholders include:

- Parents and guardians of mainstream and SEND pupils
- Pupils
- Schools and further education providers, including governing bodies
- Bus Operators
- District and Borough Councils
- Parish and Town Councils
- Kent PACT
- Parent carer forums
- Information, Advice and Support Kent (IASK)

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

Yes

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

No

Residents/Communities/Citizens

Residents/communities/citizens

Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?

Yes

Details of Positive Impacts

The policy ensures:

- Provision of support for all Post 16 pupils and offers a range of options to allow continued access to education or training
- Changes would make sure that support can be targeted to those with the highest need
- Independent Travel Training supports young people with learning difficulties and/or disabilities to engage in activities which support outcomes associated with growing independence.

The Council recognises that Independent Travel Training has the following immediate benefits for the student:

- Enables the students to be more independent and use his or her own initiative
- Improves self-confidence

- Enables students to access positive social, educational and professional development activities
- Reduces the student's reliance on family, friends and professionals and builds resilience.
- Helps to improve social skills and maintain relationships
- Can have physical health benefits where the student walks all or part of the way.

To prepare children for adulthood it is expected that where appropriate, the majority of young people beyond the age of 16 will travel independently to their place of education.

Negative impacts and Mitigating Actions

19. Negative Impacts and Mitigating actions for Age

Are there negative impacts for age?

Yes

Details of negative impacts for Age

In bringing KCC's Post 16 transport offer in line with statutory duties, pupils would receive less support than they currently enjoy. In particular, pupils aged 19 who started their course after their 19th birthday would no longer be treated in the same way as pupils aged 16-19, with potentially fewer qualifying for support.

This mirrors the current experience of mainstream pupils, who transition from free school transport legislation at 16 and are expected to provide a contribution towards transport to access their place of learning. No support is provided under legislation for mainstream pupils still in education after their 19th birthday.

Mitigating Actions for Age

A phased introduction for the changes, so that current pupils are not impacted until their next transport assessment.

A Communications Plan will ensure parents/carers and learners understand the changes and are therefore able to plan accordingly.

The financial contribution to Post 16 students with SEND is still less than the average cost of transport for these students.

Exceptional circumstances based on extreme financial hardship can still be considered via appeal.

Responsible Officer for Mitigating Actions – Age

Craig Chapman

20. Negative impacts and Mitigating actions for Disability

Are there negative impacts for Disability?

Yes

Details of Negative Impacts for Disability

Proposed policy change would have a negative financial impact on this cohort who have previously been afforded free school transport arrangements where they meet the necessary threshold for support.

As wholly free transport has only been provided to SEND Post 16, this impact would only be felt by this cohort.

Mitigating actions for Disability

KCC is consulting with families a year before changes will come into effect, to ensure they can be considered when education decisions are made.

A phased introduction for the changes, so that current pupils are not impacted until their next transport assessment.

Provision of instalments to allow overall costs to be spread throughout the academic year.

Provision of reduced charges for low income families.

A Communications Plan would ensure parents/carers and learners understand the changes and are therefore able to plan accordingly.

The financial contribution to Post 16 students with SEND is still less than the average cost of transport for these students and when considered against mainstream costs.

Exceptional circumstances based on extreme financial hardship can still be considered via appeal.

Responsible Officer for Disability

Craig Chapman

21. Negative Impacts and Mitigating actions for Sex

Are there negative impacts for Sex

No. Note: If Question 21a is "No", Questions 21b,c,d will state "Not Applicable" when submission goes for approval

Details of negative impacts for Sex

Not Completed

Mitigating actions for Sex

Not Completed

Responsible Officer for Sex

Not Completed

22. Negative Impacts and Mitigating actions for Gender identity/transgender

Are there negative impacts for Gender identity/transgender

No. Note: If Question 22a is "No", Questions 22b,c,d will state "Not Applicable" when submission goes for approval

Negative impacts for Gender identity/transgender

Not Completed

Mitigating actions for Gender identity/transgender

Not Completed

Responsible Officer for mitigating actions for Gender identity/transgender

Not Completed

23. Negative impacts and Mitigating actions for Race

Are there negative impacts for Race

No. Note: If Question 23a is "No", Questions 23b,c,d will state "Not Applicable" when submission goes for approval

Negative impacts for Race

Not Completed

Mitigating actions for Race

Not Completed

Responsible Officer for mitigating actions for Race

Not Completed

24. Negative impacts and Mitigating actions for Religion and belief

Are there negative impacts for Religion and belief

No. Note: If Question 24a is "No", Questions 24b,c,d will state "Not Applicable" when submission goes for approval

Negative impacts for Religion and belief

Not Completed

Mitigating actions for Religion and belief

Not Completed

Responsible Officer for mitigating actions for Religion and Belief

Not Completed

25. Negative impacts and Mitigating actions for Sexual Orientation

Are there negative impacts for Sexual Orientation

No. Note: If Question 25a is "No", Questions 25b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Sexual Orientation
Not Completed
Mitigating actions for Sexual Orientation
Not Completed
Responsible Officer for mitigating actions for Sexual Orientation
Not Completed
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No. Note: If Question 26a is "No", Questions 26b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Pregnancy and Maternity
Not Completed
Mitigating actions for Pregnancy and Maternity
Not Completed
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Completed
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No. Note: If Question 27a is "No", Questions 27b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Marriage and Civil Partnerships
Not Completed
Mitigating actions for Marriage and Civil Partnerships
Not Completed
Responsible Officer for Marriage and Civil Partnerships
Not Completed
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No. Note: If Question 28a is "No", Questions 28b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Carer's responsibilities
Not Completed
Mitigating actions for Carer's responsibilities
Not Completed
Responsible Officer for Carer's responsibilities
Not Completed

16 - 19 Transport Policy 2023-24

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.

Active Travel

3. 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 or Active Travel Strategy is not a viable option.

4. 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.

5. 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 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.

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

This page is intentionally left blank

From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 16 May 2023

Subject: 23/00050 Services provided by The Education People

Key decision – *It affects more than 2 Electoral Divisions and over three years involves expenditure or savings of maximum £1m.*

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary: This report sets out proposals to amend the service specification of the contract between KCC and The Education People to reduce the value of this contract by £0.4m, in order to support the MTFP budget requirements.

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 reduce the value of the core contract with The Education People in 2023/24 by £0.4m through changes to the service specification set out in Table 1 of this report.

1. Introduction

- 1.1 The Education People (TEP) is a wholly owned KCC trading company. Through the commissioned contract arrangement KCC has delegated a large number of its statutory and discretionary services to the Company which also trades directly with schools and academies who choose to purchase its services through their delegated budget. The annual cost of the TEP contract to KCC is £8.96m, excluding corporate overheads.
- 1.2 As part of KCC's budget setting process discussions have taken place with TEP's leadership to assess areas of efficiency. Proposals for £0.4m of savings in 2023-24 have been received. In summary these comprise:

Table 1

Reduction in contract fee for financial year 2023/24 - Description	Value
Early Years and Childcare Service	- £128,825
Equality Diversity Inclusion Team	- £45,500
Governor Services	- £6,585
Primary School Improvement	- £39,000
School Financial Services	- £92,940
Secondary School Improvement, Special Schools and PRU's	- £87,150
Total	£400,000

- 1.3 The process to review the contract between KCC and TEP is due to be completed by 31 March 2024 at the latest, for implementation with effect from 1st April 2024. KCC officers working in CYPE have begun to implement the work required alongside colleagues in TEP. As part of this detailed discussions will be held to review and amend the documented service requirements to better reflect the future needs of KCC and Local Authority Maintained schools as well as providing the flexibility necessary to make further adjustments in line with the changing political, financial, and educational landscape. TEP has been made aware that KCC's base expectation is for savings in future years of a further £0.9m (2024/25) and £0.3m (2025/26).
- 1.4 The reduction to the value of the TEP contract form part of the delivery solution to KCC's Medium Term Financial Plan (MTFP) which requires the Education Service to deliver savings of £0.9m in 2023-24, and indicative savings of £1.2m and £0.3m in 2024-25 and 2025-26 respectively. These wider savings are linked to a review of services to schools, which is taking place in the context of the changing educational landscape.
- 1.5 In line with the contractual requirements, proposals have been received from TEP as to how £0.4m of savings could be achieved with the least impact on quality of service and outcomes for children. These have been reviewed by the Education Service and discussions held where further clarification was required, or concern existed as to the impact on service or the dislocation of activity to other services in KCC. The detail of the proposals made by TEP are set out in appendix one. It forms the basis for the agreed proposal for consideration by this Cabinet Committee and the Cabinet Member for Education and Skills.

2. Financial Implications

- 2.1 The savings in the TEP contract form part of the delivery solution to the overarching MTFP savings required of the Education Service of £0.9m in 2023-24, and indicative savings of £1.2m and £0.3m in 2024-25 and 2025-26 respectively.
- 2.2 The TEP contract is funded from both Council base budget and the Dedicated Schools Grant (DSG). The proposals set out in Table 1 (and in detail in appendix one) will save £0.4m in 2023-24 against the TEP contract (of which approximately £0.1m will relate to the DSG). In addition to this saving KCC,

through its general discretion not to award an inflationary pay increase sum, will expect TEP to absorb inflation and wage pressures.

- 2.3 Details of how the future years' savings will be achieved have not yet been determined. Following the contract review process the proposed revised contract and service specifications for TEP will be reported to this Committee later this year.

3. Legal implications

- 3.1 The proposals above have been produced jointly by the company and Education Service, the contract commissioner, in line with contract requirements. There are no legal implications.

4. Equalities implications

- 4.1 The proposals do not relate to any activity which directly interfaces with members of the Kent community. In the main these remove from the contract requirements activity which is no longer necessary for either TEP or KCC to continue to deliver their responsibilities.
- 4.2 The equalities impact assessment indicates there are no equalities implications arising from the proposed decision.
- 4.3 The EqIA will be revisited again as part of the formal review of the contract which is currently in process.

5. Risk and Other Factors

- 5.1 The proposals do not present any notable risks.

6. Governance

- 6.1 The formal decision to implement this proposal will be taken by the Cabinet Member for Education and Skills. The Director of Education and SEND is the officer with delegated authority for overseeing and managing the TEP contract.

7. Alternatives considered

- 7.1 The alternative to reducing the value of the TEP contract by £0.4m is to secure savings elsewhere in the Education Service budget to ensure delivery of its overall MTFP savings of £0.9m. These savings will require other actions over and above the proposed reduction to the value of the TEP contract, whose value represents a significant proportion of the total budget resource available to the Director of Education and SEND. These proposals are considered to represent an equitable distribution of savings across services.
- 7.2 It is anticipated that savings across future financial years can and will be found from within the contracted arrangement between KCC and TEP. Those being proposed for 23/24 offer savings from areas where delivery requirements have evolved, rendering some activity redundant.

8. Conclusions

- 8.1 The proposals contribute to the MTFP savings required of the Education Service. The reduction in service levels to be delivered against the proposed reduced contract value have been targeted in such a way that the operational requirements of KCC and schools will not be jeopardised.

9. Recommendation

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 reduce the value of the core contract with The Education People in 2023/24 by £0.4m through changes to the service specification set out in Table 1 of this report.

11. Background Documents

Appendix 1 – PROD 23/00050

Appendix 2 - Equalities Impact Assessment

Appendix 3 - Core Contract Fee Reduction 2023/2024 Proposal by Service

12. Contact details

Report Author: David Adams
Area Education Officer (South Kent)
03000 414989
david.adams@kent.gov.uk

Relevant Director: Christine McInnes
Director of Education and SEND
03000 418913
christine.mcinnnes@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love,

Cabinet Member for Education and Skills

DECISION NO:

23/00050

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) 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

Services provided by The Education People

Decision:

As Cabinet Member for Education and Skills, I propose to: reduce the value of the core contract with The Education People in 2023/24 by £0.4m through changes to the service specification.

Reason(s) for decision:

As part of KCC's budget setting process discussions have taken place with TEP's leadership to assess areas of efficiency. Proposals for £0.4m of savings in 2023-24 have been received. In summary these include:

Reduction in contract fee for financial year 2023/24 - Description	Value
Early Years and Childcare Service	- £128,825
Equality Diversity Inclusion Team	- £45,500
Governor Services	- £6,585
Primary School Improvement	- £39,000
School Financial Services	- £92,940
Secondary School Improvement, Special Schools and PRU's	- £87,150

The contract between KCC and TEP is currently subject to formal review by the Education Service and TEP Teams, in line with the contract terms. This will ensure future service delivery reflects changes in the political and educational landscape, the needs of schools and the LA, and are delivered at a lower cost. It is expected that through the TEP contract review further savings of £900k (2024/25) and £300k (2025/26) will be achieved.

Financial Implications

The savings in the TEP contract form part of the delivery solution to the overarching MTFP savings required of the Education Service of £0.9m in 2023-24, and indicative savings of £1.2m and £0.3m

in 2024-25 and 2025-26 respectively.

The TEP contract is funded from both Council base budget and the Dedicated Schools Grant (DSG). The proposals set out in Table 1 (and in detail in appendix one) will save £0.4m in 2023-24 against the TEP contract (of which approximately £0.1m will relate to the DSG). In addition to this saving KCC, through its general discretion not to award an inflationary pay increase sum, will expect TEP to absorb inflation and wage pressures.

Details of how the future years' savings will be achieved have not yet been determined. Following the contract review process the proposed revised contract and service specifications for TEP will be reported to this Committee later this year.

Legal Implications

The proposals above have been produced jointly by the company and Education Service, the contract commissioner, in line with contract requirements. There are no legal implications.

Equalities implications

The proposals do not relate to any activity which directly interfaces with members of the Kent community. In the main these remove from the contract requirements activity which is no longer necessary for either TEP or KCC to continue to deliver their responsibilities.

The equalities impact assessment indicates there are no equalities implications arising from the proposed decision.

The EqIA will be revisited again as part of the formal review of the contract which is currently in process.

Data Protection implications

The proposed decision does not create any data protection implications.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 16 May 2023.

Any alternatives considered and rejected:

The alternative to reducing the value of the TEP contract by £0.4m (3.6%) is to secure savings elsewhere in the Education Service budget. Delivery of the MTFP savings (£0.9m) requires action in addition to the proposals in this paper. The proposals represent a fair balance as to where savings are being made.

It is feasible to consider finding different savings from within the TEP contract to those included in the proposals. However, the proposals offer savings where circumstances have changed and activity is no longer necessary, areas where responsibility for funding these should rightly fall to the school receiving the service, and areas which are believed to add least value.

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

.....
signed

.....
date

EQIA Submission – ID Number

Section A

EQIA Title

Service Specification Changes - TEP contract

Responsible Officer

David Adams - CY EPA

Type of Activity

Service Change

Service Change

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education

Responsible Head of Service

David Adams - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

KCC has a contract with its wholly owner company (LATCO), The Education People (TEP). As part of the Medium Term Financial Plan, TEP and Education have worked together to identify changes to the service specification which will reduce costs by £400k. The proposed changes reflect current needs and modes of delivery. The service provided are to schools not pupils or members of the public. The service changes are proposed for 2023/24 financial year.

Proposed reduction in contract fee for financial year 2023/24 - (Description & Value)

Early Years and Childcare Service - £128,825

Equality Diversity Inclusion Team - £45,500

Governor Services - £6,585

Primary School Improvement - £39,000

School Financial Services - £92,940

Secondary School Improvement, Special Schools and PRU's - £87,150

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?
Yes
Have you consulted with stakeholders?
Not Applicable
Who have you involved, consulted and engaged with?
The proposed service changes relate to services to schools, not individuals. In most cases the service specification reflects current working practices, following changes in need, ways of working. For example, there are fewer meetings to attend.
Has there been a previous Equality Analysis (EQIA) in the last 3 years?
No
Do you have evidence that can help you understand the potential impact of your activity?
Yes
Section C – Impact
Who may be impacted by the activity?
Service Users/clients
No
Staff
Staff/Volunteers
Residents/Communities/Citizens
No
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
No. Note: If Question 17 is "No", Question 18 should state "none identified" when submission goes for approval
Details of Positive Impacts
Not Completed
Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No. Note: If Question 19a is "No", Questions 19b,c,d will state "Not Applicable" when submission goes for approval
Details of negative impacts for Age
Not Completed
Mitigating Actions for Age
Not Completed
Responsible Officer for Mitigating Actions – Age
Not Completed
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No. Note: If Question 20a is "No", Questions 20b,c,d will state "Not Applicable" when submission goes for approval
Details of Negative Impacts for Disability
Not Completed
Mitigating actions for Disability
Not Completed
Responsible Officer for Disability
Not Completed
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No. Note: If Question 21a is "No", Questions 21b,c,d will state "Not Applicable" when submission goes for approval

approval
Details of negative impacts for Sex
Not Completed
Mitigating actions for Sex
Not Completed
Responsible Officer for Sex
Not Completed
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No. Note: If Question 22a is "No", Questions 22b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Gender identity/transgender
Not Completed
Mitigating actions for Gender identity/transgender
Not Completed
Responsible Officer for mitigating actions for Gender identity/transgender
Not Completed
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No. Note: If Question 23a is "No", Questions 23b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Race
Not Completed
Mitigating actions for Race
Not Completed
Responsible Officer for mitigating actions for Race
Not Completed
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No. Note: If Question 24a is "No", Questions 24b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Religion and belief
Not Completed
Mitigating actions for Religion and belief
Not Completed
Responsible Officer for mitigating actions for Religion and Belief
Not Completed
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No. Note: If Question 25a is "No", Questions 25b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Sexual Orientation
Not Completed
Mitigating actions for Sexual Orientation
Not Completed
Responsible Officer for mitigating actions for Sexual Orientation
Not Completed
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No. Note: If Question 26a is "No", Questions 26b,c,d will state "Not Applicable" when submission goes for approval

approval
Negative impacts for Pregnancy and Maternity
Not Completed
Mitigating actions for Pregnancy and Maternity
Not Completed
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Completed
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No. Note: If Question 27a is "No", Questions 27b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Marriage and Civil Partnerships
Not Completed
Mitigating actions for Marriage and Civil Partnerships
Not Completed
Responsible Officer for Marriage and Civil Partnerships
Not Completed
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No. Note: If Question 28a is "No", Questions 28b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Carer's responsibilities
Not Completed
Mitigating actions for Carer's responsibilities
Not Completed
Responsible Officer for Carer's responsibilities
Not Completed

Appendix 3

Core Contract Fee Reduction 2023/2024 Proposal by Service

1. Early Years & Childcare Service		- £128,825
1a.	<p><u>Specification Deletion</u></p> <p>Support UK/KCC obligations by delivering an ongoing rolling programme of Education for Sustainable Development (ESD) for Early Years and Childcare providers to introduce and embed the United Nations 17 Sustainable Development Goals (SDGs) UN Agenda 2030.</p>	-£3,000
	<p><u>Rationale and Impact</u></p> <p>The embedding of Education for Sustainable Development in early years settings is achieved principally via the knowledge, expertise and experience of the team delivering it. The reduction in the budget for practical resources will not adversely impact on this as the knowledge, expertise and experience of the team is unchanged and unaffected.</p>	
1b.	<p><u>Specification Deletion</u></p> <p>Reduce travel by shifting more activity to virtual platforms.</p>	-£16,500
	<p><u>Rationale and Impact</u></p> <p>Move to virtual platform.</p>	
1c.	<p><u>Specification Deletion</u></p> <p>Deletion of 104 days of support for Children’s Centres in relation to ensuring that stay and play type activity is based on Early Years Foundation Stage principles and to best practice. Also support in relation to the assessment and tracking of vulnerable groups.</p>	-£29,375
	<p><u>Rationale and Impact</u></p> <p>If children’s centres reintroduce regular early years groups for families, there could be a situation where less experienced staff without strong early years backgrounds may be unable to offer high quality EYFS experiences for these children. However due to the minimal time children spend in these groups the risk would be minimal, and their later EYFS experiences in pre-school/childminder provision would provide them with appropriate experiences.</p>	
1d.	<p><u>Specification Deletion</u></p> <p>Reduce Improvement and Standards Senior Adviser capacity. The impact of the reduction of Senior Improvement Adviser capacity necessitates:</p> <ul style="list-style-type: none"> • ceasing the leadership and management of the 104 days of support to Children’s Centres • no longer offering Early Years Annual Conversations to 	-£79,950

	academies and independent schools.	
	<u>Rationale and Impact</u> <ul style="list-style-type: none"> • Take four SIA down to three links to the 104 days taken out. • Reducing the leadership element of the 104 days for children's centres will free up the Senior Adviser duties in relation to this. 	
2. Equality Diversity Inclusion Team		- £45,500
2a.	<u>Specification Deletion</u> Provide advice and guidance to colleagues across KCC directorates on the impact of the Equality Act on their roles and responsibilities, 20 days.	-£13,000
	<u>Rationale and Impact</u> Service will continue to take email queries from AEOs and KCC senior officers and will provide training modules on the equalities act via DELTA which is free.	
2b.	<u>Specification Deletion</u> Provide advice and guidance to schools on the impact of the Equality Act on their roles and responsibilities. Provide advice and guidance to parents and carers regarding equality and inclusion.	-£13,000
	<u>Rationale and Impact</u> Advice and Guidance to Schools will become a traded activity. Parents and carers will be signposted to the relevant areas of KCC, for example attendance.	
2c.	<u>Specification Deletion</u> 30 days of meetings, forums and networks attendance, on behalf of and representing the Authority.	-£19,500
	<u>Rationale and Impact</u> Moving forward the attendance will be limited to the specification listing (see below). Impact will be any groups outside of this list will need to access support via the service traded offer. <ul style="list-style-type: none"> • Kent LGBTQ Children and Young People's Network • Women & Equalities Committee Inquiry – GRT – Kent group • Kent Strategic Migration Group • Kent Approach to Literacy and Reading Partnership Forum meeting • KSCB Education Safeguarding Group meeting • Kent Roma Interest group • Monthly (or bi-monthly if needed) meetings with KCC's Corporate Lead, Equality & Diversity <p>The EDIT advisers currently provide an overview of KCC work which equates to 110 days (specification baseline 70). Much of this work is responding to queries that sit with other services or</p>	

	attending meetings with external groups because KCC have signposted TEP.	
3. Governor Services		- £6,585
3a.	<u>Specification Deletion</u> Attendance at SEAGAS, HT Meetings, PSI, SSI Categorisation meetings, Integrated Strategy Meetings, Wider Team Meetings, KGA Executive and Assembly. No longer attend KGA meetings, reduction of Head of Service time.	-£6,585
	<u>Rationale and Impact</u> Kent Governance Association (KGA) is a small group of governors who are elected by their District to represent the KGA. This group has reduced in size considerably over the last 5 years (from 12 members on the executive to 6). The move to virtual training has been part of the reason but not the entire reason. Governor Services used to hold district meetings and these representatives were given a slot on these to recruit to their Executive committee. We now hold a single county briefing which has allowed for greater input from both our KCC colleagues and TEP colleagues as it negates the need to travel around the county and deliver at multiple events which is both a time and financial pressure and goes against our global goals. KGA meets 6 times per year, 3 as an Executive and 3 as county assemblies. Not attending the KGA meets 6 times per year, 3 as an Executive and 3 as county assemblies. Not attending these meetings would have no significant impact on the contract delivery.	
4. Primary School Improvement Service		- £39,000
4a.	<u>Specification Deletion</u> (13 days) - Provide high quality performance data analysis at school, district and county levels to sharply focus improvement and identify trends. Provide the following reports: <ul style="list-style-type: none"> • EYFS, KS1 and KS2 un-validated results analysis, attainment only • KS2 un-validated results analysis – attainment and progress • EYFS, KS1 and KS2 validated results analysis • A Performance and Standards Report, providing an annual commentary on the outcomes at EYFS and key stages 1 and 2 for KCC • Categorisation of Schools meetings held, with the AEOs invited, and categorisation grids completed (Appendix C) (3 times a year - each seasonal term) • Cabinet reports • Ad hoc requests 	-£8,450

	<p><u>Rationale and Impact</u></p> <p>Management information would be able to produce these reports more quickly and easily than PSI who currently have to duplicate MI information and put into an alternative format. The information in the report comes via MI leading to duplication of both time and workload. This would not impact on our working practice with schools.</p> <p>The service report to KCC through the standing item at POB and via interim and quarterly reports. MI provide this reporting directly to KCC now.</p>	
4b.	<p><u>Specification Deletion</u></p> <p>(20 days) - Ofsted inspections academies – ceasing offering to attend.</p>	-£13,000
	<p><u>Rationale and Impact</u></p> <p>Reducing from 100 to 80 days, so as to continue supporting maintained schools only, with schools paying for any in day support over the day allocation. Reduction based on the inspections from the last academic year and predicted for 23/24. Inspections of vulnerable schools take significant SIA and IA time. SIA time sits within Ad hoc days and schools will be charged for any additional IA days.</p>	
4c.	<p><u>Specification Deletion</u></p> <p>To produce dual branded letters to LA maintained schools for signing and distribution by KCC for Head Teacher Welcome, Head Teacher Retirement and Congratulations on Outcomes.</p>	-£2,600
	<p><u>Rationale and Impact</u></p> <p>Retirement and Welcome letters now sit with Sarah Hammond office. Congratulations on results letters no longer written as included in SIA reports this is because of pandemic working. Will continue to provide any data required such as the names of new HT in LA schools.</p>	
4d.	<p><u>Specification Deletion</u></p> <p>(8 days) - Where KCC is entering into a contract with another provider for school improvement support, the Service, liaising with the Education Services Planning and Resources Manager for Authority funded contracts, will:</p> <ul style="list-style-type: none"> • work with the school to identify and recommend the support requirements in accordance with any School Improvement contract • work as the nominated lead on all aspects of school improvement within the specification of the School Improvement contract • carry out the monitoring arrangements as set out in the School 	-£5,200

	<p>Improvement contract specification</p> <ul style="list-style-type: none"> • provide challenge in circumstances of underperformance of the contracted provider • report termly to the Education Planning and Access (EPA) management team on the progress made by the supported schools in relation to the contract and attend EPA management meetings when required • Where the supplier is to be funded by the Authority the arrangement needs to be brokered in conjunction with and approved by the Education Services Planning and Resources Manager 	
	<p><u>Rationale and Impact</u></p> <p>School Improvement Advisers, as part of their core activity, will continue to work with Area Education Officers to specify and monitor the external support a maintained school may require. Updates will be provided through Schools Causing Concern - Priority schools categorisation meetings.</p>	
4e.	<p><u>Specification Deletion</u></p> <p>Principal Leads for 4-11 being members of the KAH Executive Board and the School Effectiveness Steering Group (7 days).</p>	-£4,550
	<p><u>Rationale and Impact</u></p> <p>Number of meetings the service is now expected to attend for KAH has reduced with time reducing accordingly.</p>	
4f.	<p><u>Specification Deletion</u></p> <p>Provide analysis of school performance, school improvement priorities and areas of good practice.</p>	-£5,200
	<p><u>Rationale and Impact</u></p> <p>Area School Improvement Subgroups will no longer take place in the current format. The information around school improvement and priorities and good practice are all fed through area board meetings and area board reporting.</p>	
5. School Financial Services		- £92,940
5a.	<p><u>Specification Deletion</u></p> <p>SFS will deliver a variety of training courses using classroom-based, webinars and e-learning modules. SFS will produce a report of training content and numbers of delegates. SFS will ensure evaluations are collected from delegates and the resultant reports will be shared with KCC monthly.</p>	-£92,940
	<p><u>Rationale and Impact</u></p>	

	<p>The SFS Specification says that we must deliver a certain amount of training but does not specify that this must be free of charge. We have categorised training planned for 2023/24, which includes:</p> <ul style="list-style-type: none"> • 103 courses • the following different audiences <ul style="list-style-type: none"> ○ Business Managers ○ Governors, Headteachers and Business Managers ○ Headteachers and Business Managers ○ Senior Leaders and Headteacher <p>Delegate capacity (maximum of 1,258). In the first instance we would proposing charging for a combination of Business Managers and Senior Leaders and Headteachers. We do not anticipate any adverse impact in doing so.</p>	
6. Secondary School Improvement, Special Schools and PRUs Service		- £87,150
6a.	<p><u>Specification Deletion</u></p> <p>Provide high quality performance data analysis at school, district and county levels to sharply focus improvement and identify trends.</p>	-£8,450
	<p><u>Rationale and Impact</u></p> <p>Management information would be able to produce this report more quickly and easily than SSI who currently have to duplicate MI information and put into an alternative format. The information in the report comes via MI leading to duplication of both time and workload. This would not impact on the services working practice with schools.</p>	
6b.	<p><u>Specification Deletion</u></p> <p>(100 days) - Provide SRP support for all schools with Specialist Resource Provisions.</p>	-£65,000
	<p><u>Rationale and Impact</u></p> <p>SRP support and visits will be managed through the core support offer. Categorisation of provision also sits within the core offer. PEOs will continue to meet termly with principal advisors and concerns will be raise through AEO priority school's meetings. Now being led by KCC SIAs.</p>	
6c.	<p><u>Specification Deletion</u></p> <p>(18 days) - Work with and support KAH, KsENT and TSA to provide a countywide school to school support system.</p>	-£11,750
	<p><u>Rationale and Impact</u></p> <p>Number of meetings the service is now expected to attend for KAH has reduced with time reducing accordingly.</p>	
6d.	<p><u>Specification Deletion</u></p>	-£1,950

	(3 days) - Attendance and input for award ceremonies and processes on behalf of KCC. Kent Teacher of the Year (including advising on the suitability of nominees).	
	<p><u>Rationale and Impact</u></p> <p>Service will continue to review the nominee list and contribute to discussion via emails.</p>	

This page is intentionally left blank

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

To: Children, Young People and Education Cabinet Committee

Subject: 23/00046 Kent and Medway Designated Keyworker Early Adopter Programme

Classification: Unrestricted

Past Pathway of report: None

Future Pathway of report: Cabinet Member decision

Electoral Division: All

Summary: Kent County Council currently hosts the Children and Young People's Designated Keyworker Programme on behalf of the Kent and Medway Integrated Care System.

The Designated Keyworker Programme is funded by NHS England and the funding is transferred to the Council via the Kent and Medway Integrated Care Board.

This report seeks to share the progress and successes of the Programme to date and detail the requirements for the continuation of the Programme.

Recommendation:

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

- A) To endorse Kent County Council as the provider of the Designated Keyworker Programme for Kent and Medway and to permit the acceptance of the funding from NHS England (via Kent and Medway Integrated Care Board) for the financial year 2023/2024.
- B) Delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services, to negotiate, finalise and enter into the relevant contracts; and
- C) To take the necessary actions including but not limited to negotiating, finalising and entering into relevant legal agreements such as the direct award contract, as required to implement this decision.

1. Introduction

- 1.1 In 2019, the NHS committed to implement the recommendations in [Dame Christine Lenehan's review into the care of children and young people with complex health needs](#), "These are our children", that by 2023/24 children and young people, aged 0-25, with a learning disability and/or those who are autistic with the most complex needs (hereafter referred to as 'CYP') will have a designated keyworker.
- 1.2 The commitment in the [NHS Long Term Plan](#) was made in recognition that, despite the best efforts of many committed professionals, the health and care system was not delivering the objectives of the Transforming Care Programme for CYP and for their families. Too many families were not receiving the support they needed at the right time, and too many CYP were continuing to be admitted to inpatient care when they reached crisis.
- 1.3 The ethos of 'Keyworking' is ensuring the 'system' takes a personalised and co-ordinated approach to supporting CYP and their families through a time of crisis to:
 - Ensure that CYP and their families get the right support at the right time and that local services are responsive to meeting their needs in a holistic and joined up way.
 - Prevent CYP being admitted unnecessarily to any form of acute mental health hospital or institutional care.
 - When a CYP is unavoidably admitted to an acute mental health hospital, to ensure that their stay is as brief as possible and support plans are developed and in place for discharge into the community.
- 1.4 Each Integrated Care System was tasked by NHS England to develop a Designated Keyworking Service model that translated the national framework into their local system. The national framework and guidance documents provided important parameters and guidance, but not a single national operating model that could simply be dragged and dropped into Kent and Medway.
- 1.5 Kent County Council is the provider of the Designated Keyworking Programme on behalf of the Kent and Medway Integrated Care System.
- 1.6 To be effective locally, the Designated Keyworking Service required a high degree of flexibility and discretion, to understand the complex range of statutory frameworks underpinning provision for children, young people and families, not only those specific to CYP, and it needed to navigate the specific structures and challenges within the Kent and Medway areas.
- 1.7 It is testament to our effective joint commissioning arrangements that a crucial NHS England service is provided by the Council. We are one of only two Designated Keyworker Programmes nationally to be hosted in a Local Authority.

2. Current context

- 2.1 As part of the programme design and mobilisation, we ensured meaningful and extensive co-production by engaging parent and carers, CYP themselves, along with other key stakeholders. We engaged the services of a co-production partner [ActivMobs](#), a Community Interest Company, to ensure best practice in co-production and that the Programme delivery is rooted in the real-life experiences of families. This ensures that our model would make a difference and add value in an already complex system.
- 2.2 The scoping work undertaken to develop the Kent and Medway Keyworking model, informed by significant co-production with CYP and their families, resulted in the development of a multi-functional team comprising three distinct elements:
- Practice Consultant,
 - Behaviour Team, and
 - Peer Associate.
- 2.3 The Practice Consultant role ensures that the multi-disciplinary team around CYP and their family are in place, networked together and are making timely and effective decisions to support the best possible outcomes. Practice Consultants ensure that CYP and their families get timely, high-quality support in a holistic way and that the support is joined-up. Practice Consultants do not case hold; rather they work collaboratively with the responsible practitioners and clinicians in the CYPs' network. There are six Practice Consultants in the team.
- 2.4 The Behaviour Team support families to manage and change behaviours of concern, help ensure that behaviours are understood and that effective plans are developed to improve communication and reduce incidents of the concerning behaviours. The team supports families to learn new ways and means of communication and advise how interventions can be adapted/generalised to different environments as required. There is one Board Certified Behavioural Analyst and five Behaviour Technicians in the team.
- 2.5 The Peer Associates are currently employed by Kent PACT and are all Lived Experience Experts who provide advocacy to ensure families' voices are heard and listened to. They help navigate our complex care and support systems, whilst providing practical and emotional support, connecting CYP and their families to community services/assets including to peer support. There is one Peer Associate Lead and five Peer Associates in the team.
- 2.6 The Programme employs two Lived Experience Experts, who are both parents who have experienced a period of crisis with an autistic child. We utilise their expertise in all aspects of the Programme, and they have also been supporting change in the wider SEND network.
- 2.7 The Programme also employs a Programme Lead, Senior Educational Psychologist, an Occupational Therapy Lead, two Project Officers and two Administrators. A full-time Operational Manager is being recruited to oversee the day-to-day management of the multi-functional team. The Programme structure chart is attached as Appendix 1.

- 2.8 The Designated Keyworker Programme works closely with the NHS, utilising the Kent and Medway Dynamic Support Database and the Care Education and Treatment Reviews (CETR) to ensure all CYP at risk of crisis and potential admission are identified and their support co-ordinated and managed well.
- 2.9 One of the Programme's main targets had been to reduce the number of CYP detained under the Mental Health Act. At its highest in June 2020, twenty-one CYP were detained under the Mental Health Act. Kent and Medway had been set a target to have a maximum of six CYP in mental health hospitals by 2024. We have already exceeded that target. There are currently two CYP in an acute mental health hospital, and we have remained below the target of six since November 2021.

3. Financial implications

- 3.1 The Programme is wholly funded by NHS England and the funds are passported to the Council via NHS Kent and Medway Integrated Care Board. The Programme management sits with a Senior Commissioning Manager in the Children's Commissioning Team and this post is not funded by the Programme. The revenue funding is held within the Disabled Children's 0 -18 Commissioning budget line.
- 3.2 Over the last two years, NHS England funding has been:
- £450,000 in 2021/22
 - £912,000 in 2022/23
- 3.3 Most of the funding is attributable to staffing including grant funding for Kent PACT, to host the Peer Associates Team. The remainder is for programme planning and implementation, and staff training.
- 3.4 The funding allocated for financial year 2023/24 is £1,434,000. It is anticipated there will be ongoing funding in future years, although this has not yet been confirmed.
- 3.5 The spending plans are in accordance with the NHS England conditions of funding. NHS England have specified that the funding should be used to scope and develop a Keyworking Service which will complement existing universal services and/or offer new interventions in order to improve support to CYP and their families in Kent and Medway.
- 3.6 The delivery plan continues to evolve and involves close working relationships with Social Care, Health, SEND and Education to support the delivery of core and statutory services.
- 3.7 Redundancy costs for staff have been calculated and set aside. No financial liability will fall to the Council should the programme end.
- 3.8 The programme funding from NHS England will cease in March 2024 and funding of the service will transfer to the Kent and Medway Integrated Care Board from April 2024.

4. Legal implications

- 4.1 Through our successful bid, on behalf of Kent and Medway Integrated Care System, for early adopter status of the Designated Keyworker Programme, the Expression of Interest created a contract between Kent County Council and NHS England. The obligations require Kent County Council to progress the scoping, development, and other activities of the Keyworking function in Kent and Medway during the life of the Programme.
- 4.2 NHS England monitors the progress of the programme by requiring submission of quarterly reports. Specific information is requested in the reports including number of CYP being supported and outcomes, workforce headcount and roles, case studies of intervention and support (see Appendix 2 for sample case stories), continuous improvement activities, challenges, and risks. An example of a monitoring report is attached as Appendix 3.
- 4.3 We have completed a full Data Protection Impact Assessment and there is a signed Memorandum of Understanding between the Council and the NHS regarding data sharing arrangements.
- 4.4 A procurement exercise is currently underway to identify a suitable future provider for the Peer Associate Team, as the initial arrangement with Kent PACT expires at the end of June 2023. This procurement will be completed in accordance with Public Contracts Regulations 2015 and TUPE will apply.

5. Equalities implications

- 5.1 An initial Equality Impact Assessment has been conducted which identified some negative implications for certain protected characteristics. However, the identified areas (e.g., age and disabilities) are unlikely to be fully mitigated as these are specific requirements of the Programme design. This Programme is solely for CYP aged 0-25 with learning disabilities and/or those who are autistic.

6. Other corporate implications

- 6.1 The Designated Keyworker Programme aligns with the SEND Transformation Programme and its success will support the changes and vision for SEND.
- 6.2 The Designated Keyworker Programme was identified as an area of good practice in the recent SEND revisit report.
- 6.3 The Programme team have presented at several national events including a Community of Practice at the Local Government Association. The team is often approached by other areas to share best practice and to support them as they develop their own models.

7. Governance

- 7.1 A Cabinet Member decision will allow for the continuation of Kent County Council as provider of the Designated Keyworker Programme for NHS Kent and Medway Integrated Care System for financial year 2023/24.

8. Conclusions

- 8.1 The Kent and Medway Designated Keyworker Programme, led by Kent County Council, has been a strategic and operational success for Kent and Medway Integrated Care System and is viewed nationally as an example of best practice.
- 8.2 In achieving such success, the Programme team have avoided unnecessary admissions and supported safe and timely discharge, prevented relationships breakdown in families and with professionals, reduced frequency and severity of behaviours of concern in CYP (and with parents/carers/siblings), improved CYP and their families' quality of life, and helped CYP to achieve their personal goals.
- 8.3 The programme team have also improved communication amongst system stakeholders, achieved change by unblocking the system, ensured that the complex support needs of CYP are at centre of all activities.
- 8.4 Whilst future programme/service funding is yet to be determined, the funding earmarked for the financial year 2023/2024 will continue to make a difference in the lives of CYP and their families in Kent and Medway.

9. Recommendation(s):

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

- A) To endorse Kent County Council as the provider of the Designated Keyworker Programme for Kent and Medway and to permit the acceptance of the funding from NHS England (via Kent and Medway Integrated Care Board) for the financial year 2023/2024.
- B) Delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services, to negotiate, finalise and enter into the relevant contracts; and
- C) To take the necessary actions including but not limited to negotiating, finalising and entering into relevant legal agreements such as the direct award contract, as required to implement this decision.

10. Background Documents

Appendix 1 – PROD

Appendix 2 – Equalities impact assessment

Appendix 3 - Structure Chart

Appendix 4a, 4b and 4c – Case Studies

Appendix 5 – Copy of NHSE Monitoring Report

11. Contact details:

Report Author: Christy Holden

Job title: Head of Strategic
Commissioning

Telephone: 03000 415356

Email address:

Christy.holden@kent.gov.uk

Relevant Director: Stuart Collins

Job title: Director: Integrated
Children's Services

Telephone number: 03000 410519

Email address:

Stuart.Collins@kent.gov.uk

Report Author: Emma Hanson

Job title: Senior Commissioning
Manager

Telephone number: 03000 415342

Email address:

emma.hanson@kent.gov.uk

This page is intentionally left blank

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Sue Chandler

Cabinet Member for Integrated Children’s Services

DECISION NO:

23/00046

For publication**Key decision: YES / NO**

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

Kent and Medway Designated Keyworker Early Adopter Programme

Decision:

The Cabinet Member for Integrated Children’s Services proposes to:

- A) To endorse Kent County Council as the provider of the Designated Keyworker Programme for Kent and Medway and to permit the acceptance of the funding from NHS England (via Kent and Medway Integrated Care Board) for the financial year 2023/2024.
- B) To delegate authority for the required activities to support progression on the Keyworking model development when it is appropriate to do so.
- C) To enter into relevant legal agreement (e.g., MOUs, tender contracts) when these do not create commitments outside the scope of activity approved by this and previous Designated Keyworker Programme decisions.

Reason(s) for decision:

Kent County Council successfully submitted an Expression of Interest to NHS England, on behalf of Kent and Medway Integrated care System, for early adopter status of the Designated Keyworker Programme in Kent and Medway and to act as the main provider.

The programme is fully funded by NHS England, via NHS Kent and Medway Integrated Care Board, until March 2024.

As the programme funding for the financial year 2023/24 exceeds £1 million, the Council must take a formal decision to accept the funding for the continued delivery of the Kent and Medway Designated Keyworker Programme. Acceptance of this funding will also allow the Council to continue to make a difference to the lives of children and young people with learning disabilities and/or those with autism and their families in Kent and Medway.

Background

The 'Keyworking' function was developed in response to the NHS England Long Term Plan commitment that, by 2023/24, children and young people, aged 0-25, with a learning disability, autism or both, with the most complex of needs (hereafter referred to as 'CYP') will have a Designated Keyworker, as recommended in the Lenehan Report (2017).

The functions of 'Keyworking' are:

- a) to ensure that CYP and their families get the right support at the right time and that local services are responsive to meeting their needs in a holistic and joined up way.
- b) to prevent CYP being admitted unnecessarily to any form of acute mental health hospital or institutional care.
- c) where a CYP is unavoidably admitted to an acute mental health hospital, to ensure that their stay is as brief as possible and support plans are developed and in place for discharge into the community.

The 'Keyworking' programme ensures a personalised approach to supporting each CYP and their family in a time of crisis and ensures strategies and support are put in place to prevent further crises.

Options (other options considered but discarded)

- For the programme to be hosted by the Kent & Medway Integrated Care Board.
- For the programme to be hosted by the Kent and Medway Children & Young Peoples Mental Health Provider North East London Foundation Trust (NELFT)

How the proposed decision supports the Interim Strategic Plan:

The proposed decision supports:

- Framing Kent's Future Our Council Strategy 2022-2026, Specifically Priority 4 New Models of Care & Support 1. Explore all opportunities to integrate our commissioning of services to improve health and care outcomes, for example enablement and intermediate care, joined-up hospital discharge services, jointly commissioning care home services, and technology enabled services
- The Council's SEND Transformation Programme
- NHS England Transforming Care Programme

Financial Implications

The revenue funding for financial year 2023/24 for Kent and Medway is £1,434,000. There is no capital funding associated with this programme. The programme is wholly funded by NHS England, the money is passported to Kent County Council via the Kent and Medway Integrated Care Board. The revenue funding is held within the Disabled Children's 0 -18 Commissioning budget line.

Most of the funding is attributable to staffing including a grant to Kent PACT, to host the Peer Associates Team (although this is being re-tendered). The remainder is for programme planning and implementation, and staff training.

The spending plans are in accordance with the NHS England conditions of funding. NHS England have specified that the funding should be used to scope and develop a Keyworking Service which will complement existing universal services and/or offer new interventions in order to improve support to CYP and their families in Kent and Medway.

The programme funding from NHS England will cease in March 2024 and funding of the service will transfer to the Kent and Medway Integrated Care Board from April 2024. All redundancy costs, should that be required, have been accounted for to mitigate any financial risk for the Council.

• **Legal Implications**

As the funding is made available following a successful Expression of Interest, a contract is created between Kent County Council and NHS England. Matt Dunkley Corporate Director for Children, Young People and Education agreed and signed off the Expression of Interest in June 2020. The obligations require Kent County Council to progress the scoping, development, and other activities of the Keyworking function in Kent and Medway during the life of the Programme.

NHS England monitors the progress of the programme development by requiring submission of quarterly reports. Specific information is requested in the reports including number of CYP being supported and outcomes, workforce headcount and roles, case studies of intervention and support, continuous improvement activities, challenges, and risks.

A procurement exercise is currently underway to identify a suitable future provider for the Peer Associate Team, as the initial arrangement with Kent PACT expires at the end of June 2023. This procurement will be completed in accordance with Public Contracts Regulations 2015 and TUPE will apply.

Equalities implications

An initial Equality Impact Assessment has been conducted which identified some negative implications for certain protected characteristics. However, the identified areas (e.g., age and disabilities) are as a result of the programme design and requirements. Mitigations have been identified and being put in place.

Data Protection implications

We have completed a full Data Protection Impact Assessment and there is a signed Memorandum of Understanding between the Council and the NHS regarding data sharing arrangements.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on 16 May 2023.

Any alternatives considered and rejected:

The Kent and Medway Designated Keyworker Programme, led by Kent County Council, has been a strategic and operational success for Kent and Medway Integrated Care System and is viewed nationally as an example of best practice.

In achieving such success, the Programme team have avoided unnecessary admissions and supported safe and timely discharge, prevented relationships breakdown in families and with professionals, reduced frequency and severity of behaviours of concern in CYP (and with parents/carers/siblings), improved CYP and their families' quality of life, and helped CYP to achieve their personal goals.

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

EQIA Submission – ID Number

Section A

EQIA Title

Kent and Medway Designated Keyworker Programme

Responsible Officer

Jellina Davies - ST SC

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

Project/Programme

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Strategic Commissioning

Responsible Head of Service

Christy Holden - CED SC

Responsible Director

Stuart Collins - CY EHPS (Early Help and Preventative Services)

Aims and Objectives

1.1 In 2019, the NHS committed to implement Dame Christine Lenehan's recommendation, in "These are our children", that by 2023/24 autistic children and young people (CYP) and those with a learning disability or both with the most complex needs will have a designated keyworker.

1.2 The commitment in the NHS Long Term Plan was made in recognition that, despite the best efforts of many committed professionals, the health and care system was not delivering the objectives of the Transforming Care Programme for autistic children and young people and those with a learning disability or both, and for their families. Too many families were not receiving the support they needed at the right time, and too many children and young people were continuing to be admitted to inpatient care when they reached crisis.

1.3 The ethos of 'Keyworking' is ensuring the 'system' takes a personalised and well-co-ordinated approach to supporting children and young people and their families through a time of crisis to:

- ensure that CYP, aged 0-25, and their families get the right support at the right time and that local services are responsive to meeting their needs in a holistic and joined up way,
- prevent CYP being admitted unnecessarily to any form of acute mental health hospital or institutional care,
- when a CYP is unavoidably admitted to an acute mental health hospital, to ensure that their stay is as brief as possible and support plans are developed in place for discharge into the community.

1.4 Each Integrated Care System was tasked by NHS England to develop a Keyworking Service model that translated the national framework into their local system. The national framework and guidance documents provided important parameters and guidance, but not a single national operating model that could simply be dragged and dropped into Kent and Medway.

1.5 To be effective locally the Designated Keyworking Service required a high degree of flexibility and discretion, to understand the complex range of statutory frameworks underpinning provision for children, young people and families, not only those specific to autistic children and those with learning disabilities or both, and it needed to navigate the specific structures and challenges within the Kent and Medway areas.

In 2018, there were 10,375 Education, Health and Care Plans (EHCPs) in place for Kent children and young people. Of these, 4,119 had the primary need as autism (i.e., 39.7% of all EHCPs issued). Another 1,571 EHCPs were for a primary need of learning disability. By 2020, the number of children and young people with an EHCP has increased by more than 3,000 to 13,499. This means the proportions of those with learning disability or autism have also increased.

In 2018, Medway SEN needs assessment shows that there were 2,126 EHCPs issued; 644 had autism (30.3% of all EHCPs issued) for the same period.

Equality Recommendations:

The Designated Keyworker Programme is targeted towards children and young people, aged 0-25, with a learning disability, autism or both. Whilst this means that there may be negative impacts on age and disabilities, this programme is intended to ensure parity to this group of children and young people in relation to their peers within these groups. Where risks have been identified e.g. children and young people with complex needs but with no autism or learning disability, the programme has made provision by hiring a dedicated practice consultant to provide support and oversight. Due to this mitigating action, the identified negative impact has been significantly reduced.

It is not anticipated that the Designated Keyworker Programme will adversely impact upon the protected characteristics of staff. The agreed KCC policies and procedures will be applied throughout their employment to ensure all staff are treated equitably irrespective of protected characteristics.

Recruitment and selection processes will be based on essential criteria outlined in the job descriptions and not on protected characteristics. Anyone hiring staff will have completed KCC training on Equality and Diversity in recruitment and selection.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

NHS England

NHS Kent and Medway

Medway Council
 National Designated Keyworker Community of Practice
 Council for Disabled Children
 Parents and Carers
 Children and Young People
 Health Providers
 Social Care Providers
 Education Providers
 ActivMob - Co-Production Partner
 Kent PACT - Parent Carer Forum

Stakeholder engagement:

There has been ongoing engagement with all key stakeholders which will continue until the end of the programme and into its transition to business as usual. A communication and engagement plan has been developed to ensure that information is shared at the right time and in the right format.

Young People, Parents & Carers:

Our Co-Production Partner, ActivMob, worked closely with parents, carers and young people to ensure their voices were captured during the initial service design process.

The parent carer forum, Kent PACT, is a service delivery partner for the Designated Keyworker Programme. They host and manage a Keyworking function, Peer Associates Team, and are pivotal in shaping the delivery of services to end users.

Engagement with other National Designated Keyworking Sites:

As part of the programme mobilisation, we collaborated and engaged with other Keyworking sites nationally to find out about how they organise and develop their service models. The purpose of collaboration and engagement was to learn and share best practice as part of the Kent and Medway model development.

NHS England also organise quarterly Community of Practice sessions at which all Keyworking sites share and present information and experiences, challenges, risks and discoveries.

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

No

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

No

Residents/Communities/Citizens

No

Are there any positive impacts for all or any of the protected groups as a result of the activity that you

are doing?

Yes

Details of Positive Impacts

Age:

The programme has already had positive impacts on children and young people up to the age of 25. Since its inception in March 2021, 19 out of 21 children and young people who were detained under the Mental Health Act have been successfully discharged into the community after long hospital stays. Kent and Medway had been set a target to have a maximum of 6 children and young people in mental health facilities by 2024. We have already exceeded that target.

In Kent and Medway, the greatest proportion of children and young people in acute mental health hospitals are aged from 11 to 25 years which is in line with the regional and national data. The focus is on early support for children, young people and their families, and on prevention by identifying needs earlier to reduce escalating crises that will potentially result in admissions.

The impact for this age range is set to be positive with children and young people being supported when needs begin to escalate, and where required, provision of intensive support by the Keyworking team to complement universal services which are currently over-subscribed. This means that the needs of children and young people are responded to and supported at the right time and in the right place.

Disability:

The Designated Keyworker Programme will have a positive impact on children and young people with autism and/or learning disabilities. There is a focus on gaining parity between neurotypical and neurodiverse children and young people in terms of quality of life and mortality.

It also supports inclusion and ensuring the needs of children and young people can be met within their local communities where possible, including local schools.

The Keyworking function supports care in the community by ensuring that, where children and young people need to be cared for in hospital, their stay will be for the shortest possible time and that support plans are in place before they are discharged into the community.

The programme also ensures that children and young people receive inclusive education and reasonable adjustments are made to enable access to education.

Carer's responsibilities:

Parents and carers spend a lot of time navigating support for their autistic and/or learning-disabled children/young people, mostly without success, when they should be caring for them. This results in parents and carers becoming frustrated, burned out and some end up experiencing mental health issues themselves. This then further compounds the crises that families face.

The Keyworking function seeks to support the whole family by giving them a voice, advocating for them when they are unable to do so, providing emotional support, bridging and working across support systems, improving communication with system stakeholders, achieving change and unblocking the system. Most of all, placing the child/young person's complex support needs at centre of all activity.

There has already been positive impact on parents and carers as families have been able to remain (or come again) together; getting support has become less stressful; and, parents/carers have been able to get the information and advice they need in a timely way.

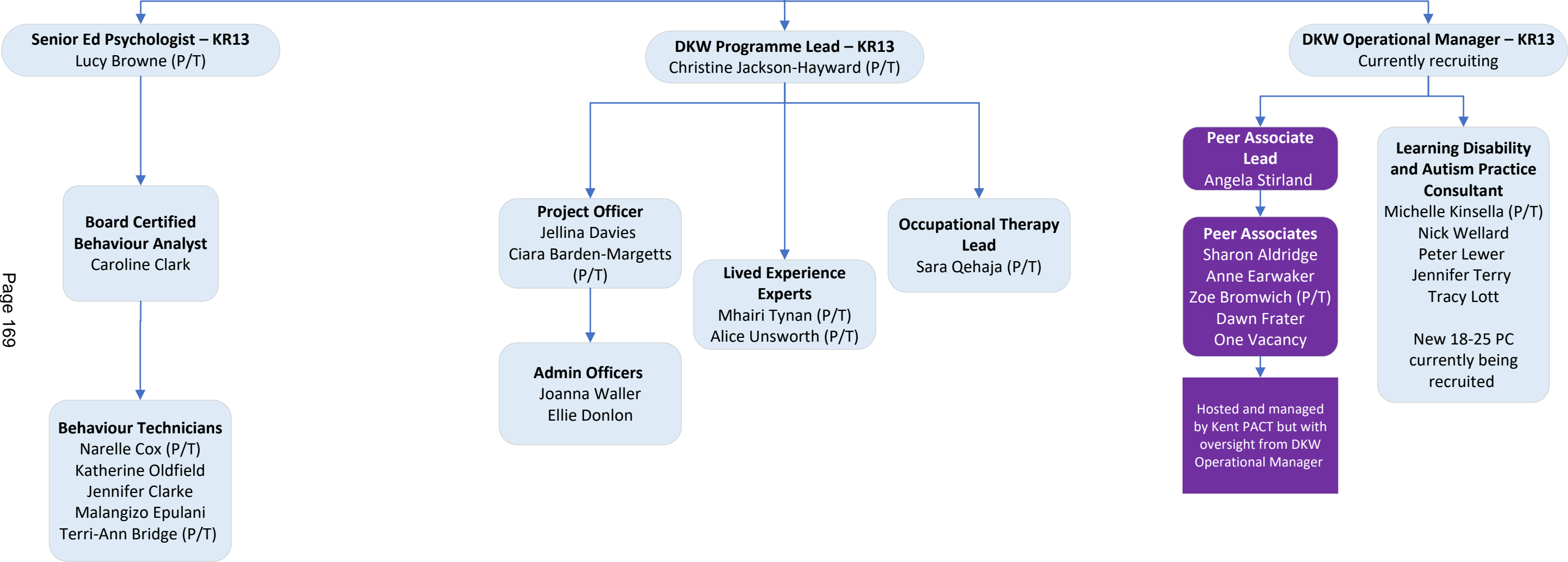
Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
Yes
Details of negative impacts for Age
Only children and young people aged 0-25 are supported by the programme
Mitigating Actions for Age
The eligibility criteria is unlikely to change due to the Programme design. Ongoing screening will continue to minimise the impact.
Responsible Officer for Mitigating Actions – Age
Stuart Collins
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
Yes
Details of Negative Impacts for Disability
Autism can only be diagnosed following formal assessment for which there is currently a long waiting list. There is a risk that some children and young people will reach crisis whilst waiting for assessment.
Mitigating actions for Disability
The team start supporting children and young people (and their families) who display signs and symptoms of autism and/or learning disabilities (e.g., foetal alcohol syndrome) whether they have a formal diagnosis or not.
Responsible Officer for Disability
Stuart Collins
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No
Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No

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

Not Applicable

This page is intentionally left blank

Senior Commissioning Manager/DKW Programme Manager
Emma Hanson



This page is intentionally left blank

Case Stories



Please check the Guidance when completing this form

<p>Where is the Keyworking service located?</p>	<p>Kent and Medway Designated Keyworker Early Adopter Programme</p>
<p>Give a short description of the child/young person/family</p> <ul style="list-style-type: none"> • Details about historical/ current issues the child/young person is facing. • Any recent or historical diagnoses. 	<ul style="list-style-type: none"> • Male 15 years old. Living with parents and younger sibling. Both have ASC. • Home schooled since Year 7 which worked well alongside several community activities • Not previously known to social care or CAMHS • Struggled during lockdown and experienced bullying from local peers • Became withdrawn, low mood, delusional thoughts, voices, aggressive behaviour towards parents, self-injurious incidents, threats to end life/jump from buildings, absconding, substance intake and numerous visits to A&E • Following admission to A&E for self-inflicted cutting and threats to jump from local building, young person was assessed by Crisis Team and psychiatric consultant. No acute mental illness was diagnosed. • Remained on acute ward. Parents exhausted and concerned about his safety following discharge. • MH assessment determined that the young person's continued detention would be detrimental and restrictive.
<p>What were the challenges/ barriers that needed to be addressed? (Maximum 200 words – bullet points will suffice)</p> <ul style="list-style-type: none"> • For example, family relationships, blockages to accessing relevant services etc. 	<ul style="list-style-type: none"> • Main blockage was there were no services on board at point of crisis and young person was fixated on Tier 4 admission as being his only solution. • A respite/stepdown provision from acute hospital to allow for a period of assessment/stabilisation and carer/parent break was not available/commissioned. • Young person was discharged with 2:1 24hr support. Although this provision seemed very restrictive, it was necessary at the time for safety reasons. This immediate support was provided off contract/framework and was high cost.

<p>What services are involved in the child/young person's care and their different roles?</p>	<p>None prior to acute admission. Intervention from the Designated Keyworker induced the involvement of the following providers:</p> <ul style="list-style-type: none"> • Crisis Team • CAMHS • Social Care • Education
<p>What did the Keyworker do? <i>(Maximum 200 words – bullet points will suffice)</i></p> <p>Please refer to the Guidance document before completing this section.</p>	<ul style="list-style-type: none"> • Pulled the network together to explore discharge pathway from acute ward which provided both support and safety for young person and family. This included short- and longer-term planning options. • Engagement from provider collaborative and for Crisis Team to meet with young person and family, provide detail of inpatient services and the rationale for him not being referred on. Adjustments made to suite of information - tailoring information to young person's cognitive level • Enabled social care assessment and input from CAMHS to facilitate young person's understanding of ASC diagnosis • Introduced parents/carers to organisations where people with lived experience could provide support. • Identified need for benefit maximisation • Arranged parents/carers assessment • Organised weekly network meetings post-discharge to monitor progress.
<p>What has been the outcome for the child/young person and their family? <i>(Maximum 200 words - bullet points will suffice)</i></p> <p>Please refer the Guidance document before completing this section.</p>	<ul style="list-style-type: none"> • PBS consultancy engagement – provision of intense formulation assessment within the home, including support for sibling. Production of behavioural support plan and strategies to manage behaviour and suicidal ideations • DSR funding made available for young person to access skateboarding lessons • Utilised support package for re-engagement with activities young person enjoyed before lockdown • Application for EHCP at local resource centre (young person's former home tutor) with support from SENCO • Gradual withdrawal of support – staffing down from 2:1 to 1:1; support during daytime reduced significantly; support during the night time remained as the parents were most concerned about his safety at night. Young person received 10 weeks support in total. • Enrolled on college course starting in September • Remained on CIN plan initially for network monitoring and support to family

What has been the impact for other services?	Avoided inpatient admission.
--	------------------------------

Please read and note the requirements for sharing this information below:

Permissions (Delete as applicable)	
Please state whether you have agreement and full permissions from individuals involved for their stories to be used in Action from Learning Report 2022/2023 and across all platforms (e.g., website and social media – names can be changed)?	I <i>do not have</i> full permissions from individuals involved for their stories to be used in the Action from Learning Report and across NHS England and NHS Improvement publications, presentations and social media platforms. <i>The individuals have agreed to the use of their own name/asked for their name(s) to be changed</i>
Copyright: Please note that any case story content created is NHS England & NHS Improvement copyright.	

This page is intentionally left blank

Case Stories



<p>Where is the Keyworking service located?</p>	<p>Kent and Medway Designated Keyworker Early Adopter Programme</p>
<p>Give a short description of the child/young person/family</p>	<p>YP diagnosed with autism. Not attending school and displaying behaviours of concern including being aggressive towards property and people. Difficult relationships with parents and no relationship with three siblings due to aggressive behaviours towards them. Parents had explored options for YP to live elsewhere due to the challenges the family was facing.</p>
<p>What were the challenges/ barriers that needed to be addressed? <i>(Maximum 200 words – bullet points will suffice)</i></p>	<p>YP not in education, employment or training (NEET), challenging behaviours of aggression to property and people, verbally abusive towards others. High anxiety and allegations of previous traumas perpetrated by parents.</p> <p>YP engaging in therapy, but not with any other support services. Initial positive relationship with social worker later broke down, and social care team wanted to withdraw support. Police were being called when YP was displaying aggressive behaviours.</p>
<p>What services are involved in the child/young person's care and their different roles?</p>	<p>Keyworkers - Practice Consultant and PBS Practitioner (Board Certified Behaviour Analyst), Social Worker</p>
<p>What did the Keyworker do? <i>(Maximum 200 words – bullet points will suffice)</i></p>	<p>PBS Practitioner conducted functional behaviour needs assessment.</p> <p>Home visit to discuss support with YP and parents. Weekly parent coaching sessions run by PBS Practitioner which were supported by Practice Consultant. The behaviours of concern were unpicked and functions identified. These served to increase parental understanding and provided them with support to develop strategies aimed at reducing the challenging behaviours.</p> <p>Recommendations made to social worker about the support available that would be appropriate for the YP.</p>

<p>What has been the outcome for the child/young person and their family? (<i>Maximum 200 words - bullet points will suffice</i>)</p>	<p>With the new strategies learned, parents feel confident to manage the challenges in the family. Parents understand needs of YP. YP attending college regularly. YP now able to communicate feelings to parents. Positive parental feedback – the PBS Practitioner and Practice Consultant have provided ‘<i>valuable input</i>’, due to their ‘<i>professional insight and confidence building support</i>’. Parents wished they had met the keyworkers sooner so they could have had the support offered sooner.</p>
<p>What has been the impact for other services?</p>	<p>Social worker developed new understanding of available services for similar children and young people. Family relationships improved which meant that social care did not need to secure additional housing or specialist education provision no longer needed for YP. As YP no longer engages in aggressive behaviours, police attendance no longer required.</p>

Please read and note the requirements for sharing this information below:

<p style="text-align: center;">Permissions (Delete as applicable)</p>	
<p>Please state whether you have agreement and full permissions from individuals involved for their stories to be used in Action from Learning Report 2022/2023 and across all platforms (e.g., website and social media – names can be changed)?</p>	<p>I <i>do not have</i> full permissions from individuals involved for their stories to be used in the Action from Learning Report and across NHS England and NHS Improvement publications, presentations and social media platforms. <i>The individuals have agreed to the use of their own name/asked for their name(s) to be changed</i></p>
<p>Copyright: Please note that any case story content created is NHS England & NHS Improvement copyright.</p>	

Case Stories



Please check the Guidance when completing this form

<p>Where is the Keyworking service located?</p>	<p>Kent and Medway Designated Keyworker Early Adopter Programme</p>
<p>Give a short description of the child/young person/family</p> <ul style="list-style-type: none"> • Details about historical/ current issues the child/young person is facing. • Any recent or historical diagnoses. 	<p>Young Person (YP) has not been in education for more than 2 years. Has had frequent admissions to hospital due to:</p> <ul style="list-style-type: none"> • self-harm • suicidal ideation • social anxiety
<p>What were the challenges/ barriers that needed to be addressed? (<i>Maximum 200 words – bullet points will suffice</i>)</p> <ul style="list-style-type: none"> • For example, family relationships, blockages to accessing relevant services etc. 	<ul style="list-style-type: none"> • YP's voice not being heard • YP's support needs not being met by school • Social isolation • Parents frustrated due to lack of support • Mum being socially isolated as having to care for YP
<p>What services are involved in the child/young person's care and their different roles?</p>	<ul style="list-style-type: none"> • Regular visits to CAMHS • Weekly visits to A&E
<p>What did the Keyworker do? (<i>Maximum 200 words – bullet points will suffice</i>)</p> <p>Please refer to the Guidance document before completing this section.</p>	<ul style="list-style-type: none"> • Keyworker started working with YP in January 2022 • Initially built up a relationship with YP through regular visits • Accompanied YP to horseriding sessions (funded through the DSR) twice weekly • Over time, trust between keyworker and family improved significantly

<p>What has been the outcome for the child/young person and their family? (<i>Maximum 200 words - bullet points will suffice</i>)</p> <p>Please refer the Guidance document before completing this section.</p>	<p>YP had never ridden a horse before and is now totally at ease with all aspects of riding and stable management. Self-harm and suicidal ideation very minimal and her social anxiety virtually non-existent.</p> <p>YP no longer has regular CAMHS involvement.</p> <p>After nearly 3 years with no educational input, education placement has now been identified at Haven Nook School. Transition going really well, thanks to the resilience YP has developed with horseriding and positive reinforcements around her.</p>
<p>What has been the impact for other services?</p>	<p>Case closed</p>

Please read and note the requirements for sharing this information below:

<p style="text-align: center;">Permissions (Delete as applicable)</p>	
<p>Please state whether you have agreement and full permissions from individuals involved for their stories to be used in Action from Learning Report 2022/2023 and across all platforms (e.g., website and social media – names can be changed)?</p>	<p>I have full permissions from individuals involved for their stories to be used in the Action from Learning Report and across NHS England and NHS Improvement publications, presentations and social media platforms. The individuals have agreed to the use of their own name/asked for their name(s) to be changed</p>
<p>Copyright: Please note that any case story content created is NHS England & NHS Improvement copyright.</p>	





Keyworking Q3 Progress Report

Pilot & Early Adopter sites 2022/23

Reporting Period	Q3 Progress	Delivery confidence (RAG)	
ICB and Organisation Name:	Kent and Medway ICB Kent County Council	Last period – Q2	As per Q2 Report
Report Completed by (and email):	Dr Jellina Davies Jellina.Davies@kent.gov.uk	Current status	Green

There are three sections to complete:

- Section 1: Metrics to measure success end Q3
- Section 2: Activity, highlights and workforce
- Section 3: Risks

Table 1: Metrics to measure success end Q3:

Where your service is not delivering to the 18-25 age group in 2022/23, please indicate with N/A in the metric table Row 1 and 2 below. Please still provide information in Row 3 on admission and re-admissions for the 18-25 age group

Metric	Measuring success					
	Number on the DSR (RAG)		Number red or amber on DSR with named keyworker		Percentage red or amber on DSR with named keyworker	
	under 18	18-25	under 18	18-25	%under 18	%18-25
1. 90% or above of CYP within the agreed age range identified as red or amber on the DSR will have a named Keyworker	Red = 31 Amber = 24 Green = 18 Total = 73	Red = 22 Amber = 8 Green = 11 Total = 41	Red = 31 Amber = 24 Total = 54	Red = 9 Amber = 0 Total = 9	100% 100%	*41% n/a
					*Keyworker allocated to the most complex 18-25 YP as part of a phased delivery	
2. 90% or above of inpatients within agreed age range will have a named Keyworker	Number of inpatients		Number of inpatients with a named keyworker		Percentage of inpatients with named keyworker	
	Total under 18: 4		Total under 18: 4		% under 18: 100%	
	Total 18-25: 15		Total 18-25: 15		% 18-25: 100%	

3. A reduction in admissions and re-admissions within agreed age range	Number of new admissions in Q3	
	Total under 18: 0	
	Total 18-25: 0	
	Number of re-admissions in Q3	
	Total under 18: 1	
	Total 18-25: 0	

Section 2: Activity, Highlights and Workforce

Total number who received keyworking support during Q3

Total under 18: 94 (comprising 31 (Red), 24 (Amber), 4 (inpatients), 35 (preventive consultations))

Total 18-25: 45 (comprising 22 (Red), 8 (Amber), 15 (inpatients))

Total number of young people were stepped back from that support during Q3 *(by 'stepped back' we mean the number who moved to a position where outcomes were achieved and keyworker support was no longer required):*

Total under 18: 18 (Green)

Total 18-25: 11 (Green)

What's going well, developments or learning you wish to highlight?

Successes

- Kent and Medway Keyworking Programme was recognised as making a difference to the lives of children and young people with a learning disability, autism or both in the joint area OFSTED/ SEND re-visit report in November:
 - *An example of successful joint commissioning identified is the 'keyworker programme'. The programme helps to support children who are 'stuck' in tier 4 CAMHS provision or who are at risk of needing it. The keyworker will broker individualised provision to meet needs. The impact of this has been to reduce the number of children in tier 4 inpatient provision from 20 to four.*
- Costed case for change (Neurodevelopmental Pathway Programme) presented to Senior Leaders in December
- Below are some feedback from the network and parents/carers:
 - *"Thank you so much for the extremely proactive, positive support you have offered. Your expertise in a highly complex and specialised area is proving invaluable. We really believe that the kind of partnership working demonstrated by the actions of the group is the best way to support our young people and their families. We look forward to catching up and hearing your ideas for further partnership working in general and the support of AS and his family in particular."* - Head of School, Beacon School, Folkestone

- *“I just wanted to give a ‘shout out’ to the Practice Consultant who has been doing some really fantastic work with supporting 2 Medway YP residing in Medway hospital. She really has been going that extra mile to ensure that these YP have the best possible community wrap around support for when they are discharged. Working in collaboration has always been the key, and it will be great to see how this work develops.”* - Medway Senior Partnership Commissioner – CYP Mental Health and Emotional Wellbeing
- *“Just wanted to say thanks for your input in the meeting earlier today; very helpful.”* - Art Therapist, Children and Young People’s Mental Health Service – West Kent
- *“Practice Consultant (PC) has been extremely effective and made a lot of difference. I was working with a very high-risk young person who had suicidal ideation, lack of education, was a high risk misper who had just returned to live with parents. Having PC by my side when I was working this case was invaluable as she helped me with liaising with SEN, identifying alternative school provisions and courses to explore and source funding to improve the family home outhouse into a 'den' for this young person. PC was the person who identified the school which finally accepted young person. Thank you so much!”*
- Social Worker
- *“Practice Consultant (PC) is creative, directive, and is child-focused. PC contributed to greater outcomes than expected, have been extremely effective and made a lot of difference. PC was able to help manage people’s unrealistic expectations about support and care plans. PC has been able to contribute to discharge planning for the young person to return to the community and has been clear about what everyone’s responsibilities are etc. PC visited the young person and their family in a variety of settings and really heard their voice. This has contributed to a care plan that’s based on the young person’s needs and to which they have contributed too. My perspective is that this will make the discharge more positive and likelihood of readmission less likely.”* - Health Practitioner
- Attached to this report are Keyworking case stories (and a CETR case study) that demonstrate the positive outcomes that the Keyworking team have made to the lives of the CYP in the last quarter.

Development

- Recruitment of:
 - One Occupational Therapy Lead
 - Two Family Strategy Officers (Lived Experience Experts)
 - Two Behaviour Technicians
 - Local Offer IASK Worker
- Participation in National Keyworking Evaluation
- Converted GAS/ASCOT templates (part of the National Keyworking Evaluation) into e-forms for ease of completion by parents/carers and Keyworkers
- Competitive tendering underway for third sector keyworking partner to host Peer Associates team
- Keyworking support extended to residential schools. Ten children and young people at high risk of entering secure residential care have also been identified and will be receiving preventative keyworking support.
- Support planning commenced with local peer support groups as part of step-aside process led by Family Strategy Officer (Lived Experience Experts)
- Work begun with PBS Consultancy around functionality and role of neuro-intensive home support (PBS) team
- Operating model for NEST 1 being developed - Designated Keyworker Programme responsible for end-to-end process
- Commissioning of a series of bespoke strategic leadership and negotiation skills training from Awaken! (training consultancy group) for Designated Keyworkers
- Development of formulation training for designing multi-disciplinary risk, care and support plans
- Commissioned ASPENS (care and support charity) to pilot a localised community parental support

work around behaviour management and emotional wellbeing of children and young people receiving keyworking support.

Learning and challenges

- Challenges in securing bespoke positive behaviour support care plans for inpatient children and young people aged 10-25.
- Local restructuring of adult social care has presented challenges in securing a consistent, named social worker for young people aged 18-25 years old in inpatient and supported living facilities.
- Acute health sector failing to coordinate support, discharge/care plan, MDT pathway for neuro-diverse children and young people who frequently access A&E across Kent.
- Disproportionate distribution of caseloads across Practice Consultants i.e., 18+ keyworker having a higher caseload
- Begun exploring the needs of siblings of children and young people with complex needs as there is currently an unmet need for siblings who are not carers and so unable to receive support from the young people's carers service.
- Delay in the release of the national DSR policy is causing uncertainty around:
 - Transition processes from child to adult DSR
 - Commissioning responsibilities and accountabilities between ICBs for child or young person placed out of area

Workforce: Please complete the table for each role within your Keyworker service model

Keyworking Service Function Role	Employer (NHS/ LA / third sector)	Grade (AfC Band/ equivalent)	Vacant (✓)	Recruited (✓)	eLearning modules 1-3 (✓)	Op'nal (✓)	Current caseload (n)	Stepped down in quarter (n)
<i>Eg Keyworker</i>		5		✓	✓	✓	3	0
<i>Eg Project Support</i>		4		✓	✓	✓	n/a	n/a
Prog. Lead P/T	LA	B8b/KR13		✓	✓	✓	n/a	n/a
Snr Educational Psychologist P/T	LA	B8b/KR13		✓	✓	✓	n/a	n/a
Project Officer	LA	B6/KR10		✓	✓	✓	n/a	n/a
Project Officer P/T	LA	B6/KR10		✓	✓	✓	n/a	n/a
Programme Administrator	LA	B3/KR5		✓	✓	✓	n/a	n/a
Programme Administrator	LA	B3/KR5		✓	✓	✓	n/a	n/a
Occupational Therapy Lead	LA	B8a/KR12		✓			n/a	n/a
DKW - Practice Consultant (TL)	LA	B8a/KR12		✓	✓	✓	8	5
DKW - Practice Consultant (JT)	LA	B8a/KR12		✓	✓	✓	9	4
DKW - Practice Consultant P/T (MK)	LA	B8a/KR12		✓	✓	✓	28	1

DKW - Practice Consultant (NW)	LA	B8a/KR12		✓	✓	✓	10	5
DKW - Practice Consultant (PL)	LA	B8a/KR12		✓	✓	✓	4	5
Keyworker – Board Certified Behaviour Analyst (BCBA) (CC)	LA	B7/KR11		✓	✓	✓	11	6
Keyworker – BCBA P/T (YR)	LA	B7/KR11		✓	✓	✓	6	3
Keyworker – Behaviour Tech (BT) (ME)	LA	B4/KR7		✓	✓	✓	5	3
Keyworker – BT P/T (NC)	LA	B4/KR7		✓	✓	✓	2	2
Keyworker – BT (KO)	LA	B4/KR7		✓	✓	✓	4	0
Keyworker – BT (JC) <i>(new starter)</i>	LA	B4/KR7		✓	✓	✓	n/a	n/a
Keyworker – BT	LA	B4/KR7		✓			n/a	n/a
Parent Strategy Officer - P/T <i>(new starter)</i>	LA	B5/KR8		✓	✓	✓	n/a	n/a
Parent Strategy Officer - P/T <i>(new starter)</i>	LA	B5/KR8		✓	✓	✓	n/a	n/a
Local Offer IASK Worker	LA	B4/KR7		✓			n/a	n/a
Keyworker – Peer Associate (PA) Lead	3 rd Sector	B5/KR8		✓	✓	✓	2	0
Keyworker – PA (AE)	3 rd Sector	B4/KR7		✓	✓	✓	8	0
Keyworker – PA (SA)	3 rd Sector	B4/KR7		✓	✓	✓	7	3
Keyworker – PA P/T (ZB)	3 rd Sector	B4/KR7		✓	✓	✓	4	0
Keyworker – PA (DF)	3 rd Sector	B4/KR7		✓	✓	✓	3	1
Keyworker – PA (SB)	3 rd Sector	B4/KR7		✓	✓	✓	4	0
*P/T – part time roles								

Section 3: Top 3 Risks

Top 3 Risks				
#	Description	Risk (RAG)	Mitigation action(s)	Risk after actions (RAG)
1	Shortage of regulated placement providers encouraging the use of unregulated services to accommodate and support children and young people with complex needs.		To reduce the risks of undesired outcomes, Keyworkers have suggested the development of grab packs for social workers to share with the care providers when setting up an unregulated placement. These packs can include templates of risk assessments, recording sheets, guidance on setting up a placement, expectations from social care etc. No such packs currently exist, and individual social workers use their initiative when setting up each placement. The provision of a grab pack should further safeguard children and young people as it would ensure better monitoring of care and the staff team will be more informed of expectations and good practice. It should also relieve tensions between the relationship of social worker and care staff as expectations will be clearer from the outset.	

2	Constant change and challenges of recruitment in wider health, social care and education sectors.		Whilst there are localised solutions in progress, these need to be supported by targeted national campaigns.	
3	Disproportionate split of cases across Keyworking (Practice Consultant) Team. One Practice Consultant currently focussing on 18+ cohort but an increased number emerging that needs support		Recruitment of additional keyworkers for 18+ to provide support at all levels of our model – Practice Consultant, PBS Practitioners, Peer Associate	

This page is intentionally left blank

From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children’s and Young People’s Cabinet Committee – 16 May 23

Subject: 23/00039 Countywide Approach to Inclusive Education

Key decision – *It affects more than 2 Electoral Divisions*

Classification: Unrestricted

Past Pathway of report: DMT 29 March 2023 and 25 January 2023

Future Pathway of report: Published as a KCC Strategy

Electoral Division: All Electoral Divisions

Summary: This report sets out our request that the Countywide Approach to Inclusive Education is endorsed as a Kent Strategy for the period 2023-2028. It includes details of what has informed the development of this particular approach, the four core priorities within the document, and why we are seeking to make it a strategy.

Recommendation(s): The Cabinet Committee is asked to consider and endorse the proposed decision to agree the ‘Countywide Approach to Inclusive Education’ be made a strategy for Kent for 2023-28, attached as appendix 3.

1. Introduction

- 1.1 In 2021 the Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities 2021-24¹ was approved and published. Within that strategy, under a priority to ‘improve education, care and health outcomes for children and young people with SEND²’, a pledge was made to launch a new county approach to inclusive education.
- 1.2 The Countywide Approach to Inclusive Education (CATIE) document was first published on KELS I in April 2021, establishing the commitment in Kent to improve inclusion across all phases and settings by means of four core priorities.

¹ [Kent SEND Strategy 2021-24](#)

² Special Educational Needs and/or Disabilities

- 1.3 Standards and expectations for inclusive education in Kent were agreed following intensive collaboration with schools, settings, parent/carers, young people, and other key stakeholders. The CATIE was informed by the SEND Code of Practice³, the Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities 2021-24, research published in the Local Government Association report 'Developing and sustaining an effective local SEND system'⁴, as well a local collaboration.
- 1.4 Following reforms within the council to improve our SEND response, including significant structural changes, SEND will be aligned within our Education Directorate, requiring a new strategy to be formalised. The Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities 2021-24 is being improved and incorporated into a new Council wide Education Strategy. The CATIE is substantially informing and supporting the newly designed Education Strategy.
- 1.5 The recently published SEND and AP Improvement plan⁵ supports much of the thinking in our CATIE document and reinforced our plans for system improvements. We will align with national processes as they develop but need to act now and not wait for these reforms to be finalised first.
- 1.6 CATIE was established as the approach Kent and its partners would take over the next 5 years without formally being agreed as a strategy. This paper seeks the decision to take the document forward as Kent County Council's agreed Strategy for Inclusive Education 2023-28.

2. Priorities

2.1 The four priorities within CATIE set out how we plan to approach inclusion and have been co-produced within Kent communities for Kent communities. The measures set out in the document are far reaching, aspirational, and require system-wide change to secure improvements.

2.2 The four key priorities of CATIE are:

<p>Priority One: Supporting a school led system to deliver the highest quality core inclusive education</p>
--

<p>This priority focuses on building capacity within settings through a tripartite model which brings together the development of a core training offer, leadership development programmes, and peer-to-peer review structures across the county.</p>

³ [SEND Code of Practice 2015](#)

⁴ [LGA Report](#)

⁵ [SEND and AP Improvement Plan March 2023](#)

<p>Priority Two: Providing additional intervention and support with engagement and integration</p>
<p>This priority focuses on exploring the best ways to facilitate access to additional inclusion support for children and young people with SEND. This includes locality structures and forums, as well as opportunities to strengthen local resources and pilot opportunities.</p>
<p>Priority Three: Inclusive Education is part of a broader, holistic, and joined-up offer of support</p>
<p>This will involve working in partnership with a range of agencies as part of the implementation of the wider SEND strategy to ensure that education support for inclusion is linked to the broader system of services and support available to children, young people, and families in Kent.</p>
<p>Priority Four: Ensuring smooth transition between education phases</p>
<p>This priority aims to develop collaborative approaches between settings to achieve successful and sustained transitions for CYP at key phases and times of transition in their lives.</p>

- 2.3 The priorities have been shaped by the current and future context Kent faces, and by the ideas and feedback received from our partners, stakeholders and residents. Each priority includes specific commitments and supporting objectives, and will focus our efforts as a council, and collectively with our partners, to meet those challenges and improve outcomes in mainstream settings for children and young people with SEND.
- 2.4 Improving inclusive practice in our schools through high quality teaching and a challenging, wide-ranging curriculum will help children and young people with SEND feel they belong, are respected, valued, and supported to make progress, achieving their ambitions and aspirations.
- 2.5 Moving to a locality-based model of working is one of the founding principles of CATIE and seeks to redefine the Council’s relationship with Kent schools by developing a more partnership-based SEND system, allowing head teachers and schools more influence over identifying and utilising local resources more effectively.
- 2.6 With a focus on resources and moving towards local decision-making and accountability in Priority 2 we need to make fundamental changes to the way we deliver funding from the High Needs Block to schools. By improving accountability, transparency and enabling a more effective use of resources we aim to build a system that works for all, the authority, our settings, our families, and our children and young people.

- 2.7 A priority to adopt a holistic approach, working collaboratively across all partners, to support all children and young people with SEND, to improve progress and outcomes not only in education but in all aspects of their lives. This will see the introduction of central 'resource directories' for different geographical areas and an increase in co-production and co-delivery.
- 2.8 Transitions between the phases of education are being reviewed as a priority within CATIE, improving a system that has suffered innumerable issues historically and causing distrust and anxiety for parents and carers of children and young people with SEND.
- 2.9 The CATIE is included in our Dedicated Schools Grant 'Safety Valve' Agreement⁶ with the DfE which covers the financial years from 2022-23 to 2027-28. The agreement states the authority will 'implement a countywide approach to 'Inclusion Education', to further build capacity in mainstream schools to support children and young people with Special Educational Needs and Disabilities (SEND), thus increasing the proportion of children successfully supported in mainstream education and reducing dependence on specialist provision'. The CATIE being used to 'support [a] consistent mainstream offer, including leadership development programmes, peer review and core training offer', and to 'reviewing the use of Specialist Resource Provision (SRP) and reviewing the specialist continuum to ensure only the most severe and complex needs are supported in special schools' are among some of the activities supported by CATIE that will impact our Safety Valve agreement.
- 2.10 The recent publication of the Special Educational Needs and Disabilities and Alternative Provision Improvement Plan, Right Support, Right Place, Right Time⁷ in March 23 aligns to many of the values we are already proposing through CATIE. The plan socialises intentions to 'introduce local SEND and alternative provision partnerships...with local inclusion plans' (in CATIE as Priority 2), intentions to 'publish guidance to support effective transitions between all stages of education, and into employment' (CATIE Priority 4), 'publish a local and national inclusion dashboard (CATIE Priority 1 has already developed a Kent District dashboard). By agreeing the CATIE as our strategy for inclusive education we will be ahead of the curve and in a secure place to implement many of the improvement plan intentions in advance, or certainly in similar timescales to those set out by the HM Government's document.

3. Financial Implications

- 3.1 The principles of the CATIE document and the proposal to make the CATIE Kent's strategy for Inclusive Education CATIE has been included as part of the approach to delivering Kent County Council's Dedicated Schools Grant (DSG) 'Safety Valve' Agreement with the DfE. It has been approved as part of the DSG management plan to 'Implement a countywide approach to 'Inclusion Education', to further build capacity in mainstream schools to support children and young people with Special Educational Needs and Disabilities (SEND), thus increasing the proportion of children successfully supported in mainstream education and reducing dependence on specialist provision'. The agreement is

⁶ [DSG Safety Valve Agreement](#)

⁷ [SEND and AP Improvement Plan March 2023](#)

subject to review and 'insufficient progress being made towards the authority reaching and sustaining an in-year balance on its DSG account as set out in the plan' could result in a breach of the agreement.

4. Legal implications

- 4.1 Legally our duties remain the same if CATIE is a strategy for Kent or not. Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and the guidance in [the SEND] Code of Practice⁸. 'When considering an appeal from a parent or young person the First-tier Tribunal (Special Educational Needs and Disability) ('the Tribunal') must have regard to this Code of Practice'. Local Authorities '**must** consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision'⁹.
- 4.2 'As part of its commitments under articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people'¹⁰
- 4.3 'The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:
- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
 - Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs.
 - Must not refuse to admit a child on the grounds that they do not have an EHC plan'¹¹.

5. Equalities implications

- 5.1 In progress

6. Risk and Other Factors

- 6.1 If the CATIE is not agreed as a strategy some elements of its priorities may drift and fail. Changes to High Needs Funding and locality-based resources require Cabinet approval and commitment as they cover all electoral divisions and involve funds in excess of £1 million. Making changes to SEND transition processes could be impacted if not covered by strategic policy. If CATIE is agreed as the strategic approach of the council for inclusive education, we can be brave and decisive in our improvement activities.

⁸ [SEND Code of Practice 2015](#)

⁹ Pg 20 SEND Code of Practice 2015

¹⁰ Pg 25 SEND Code of Practice 2015

¹¹ Pg 26 SEND Code of Practice 2015

- 6.2 If delay and uncertainty occur it will impact negatively on outcomes for children and young people with SEND instead of starting out positively on our journey to improved inclusivity in Kent. CATIE has a set of outcomes that are interlinked by the projects within its priorities and all efforts contribute to these collectively. If any require reviewing as a result of CATIE not being adopted as a strategy this may impact on our ability to see these outcomes achieved.
- 6.3 If CATIE is not approved as a strategy its links to the DfE Safety Valve agreement could be impacted. The CATIE is included in our Dedicated Schools Grant (DSG) 'Safety Valve' Agreement with the DfE. It has been approved as part of the DSG management plan to 'Implement a countywide approach to 'Inclusion Education', to further build capacity in mainstream schools to support children and young people with Special Educational Needs and Disabilities (SEND)
- 6.4 SEND is undergoing significant change within their transformational programme and CATIE directly links to strands of work within this. Already identified by the SEND service, and acknowledged in the SEND Strategy¹, the authority needs to improve the way it works with parents, carers, children, and young people. CATIE has been developed in collaboration with these stakeholders and formed from their thoughts and opinions, there is a potential reputational risk if members do not see and agree the positives the document is striving for. Adopting CATIE as the strategy for inclusive education 2023-2028 would demonstrate our collective commitment to the priorities it sets out.

7. Governance

- 7.1 Sarah Hammond would inherit the main delegations from this piece of work. Decisions and exceptions would be taken through the CYPE DMT¹². One area currently identified to require a future Cabinet key decision is proposed changes to High Needs Funding allocations. All other decisions will first be brought to the CATIE Monitoring and Evaluation meeting and escalated via agreed governance processes through to CYPE DMT as required.

8. Alternatives considered

- 8.1 If this decision isn't taken, the priorities of CATIE could still be taken forward but would not hold the same gravitas if resistance to change is encountered. The references made to CATIE in the DfE/Kent DSG Safety Valve agreement require this decision to be made.
- 8.2 The changes set out in CATIE are widespread and will have a profound impact on multiple existing processes, our key partners, and stakeholders. If CATIE is approved as our strategic approach to inclusive education we can demonstrate, through strong leadership and the backing of our members, these system-wide changes will lead to improvements for our children and young people with SEND.

¹² Children, Young People and Education Divisional Management Team

9. Conclusions

- 9.1 In conclusion we request Cabinet reviews the information included in this report, along with the CATIE document and in-line with national publications, such as the Special Educational Needs and Disabilities and Alternative Provision Improvement Plan, Right Support, Right Place, Right Time¹³ and agree our request that the Countywide Approach to Inclusive Education 2023-2028 becomes our inclusive education strategy.
- 9.2 CATIE defines outcomes for children, young people, and families, for schools/educational settings which in turn will lead us to achieve whole system-level outcomes. Making CATIE a strategy will demonstrate our commitment to achieving these outcomes.

10. Recommendation(s):

- 10.1 The Children and Young People's Cabinet Committee is asked to consider and endorse the proposed decision to agree the 'Countywide Approach to Inclusive Education' be made a strategy for Kent for 2023-28, attached as Appendix 3.

11. Background Documents

- 11.1 Attached to this report:

Appendix 1 – PROD 23/00039

Appendix 2 – Equalities impact assessment

Appendix 3 – “A Countywide approach to inclusive education 2023-2028”

- 11.2 Links to documents referenced are included as footnotes throughout the report and available here:

[Kent SEND Strategy 2021-24](#)

[SEND Code of Practice 2015](#)

[LGA Report](#)

[SEND and AP Improvement Plan March 2023](#)

[DSG Safety Valve Agreement](#)

12. Contact details:

Report Author: Siobhan Price
Education Officer, Mainstream Inclusion
Siobhan.Price2@kent.gov.uk

Relevant Director: Christine McInnes
Director of Education
03000418913
Christine.McInnes@kent.gov.uk

¹³ [SEND and AP Improvement Plan March 2023](#)

This page is intentionally left blank

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love,

Cabinet Member for Education and Skills

DECISION NO:

23/00039

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:

- *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

Countywide Approach to Inclusive Education 2023-28

Decision:

As Cabinet Member for Education and Skills, I agree to: 'Countywide Approach to Inclusive Education' strategy for Kent for 2023-28.

Reason(s) for decision:

Background

In 2021 the Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities 2021-24 was approved and published. Within that strategy, under a priority to 'improve education, care and health outcomes for children and young people with SEND', a pledge was made to launch a new county approach to inclusive education.

The proposed strategy aims to put in place the actions required to develop and support an inclusive education system in partnership with key stakeholders in Kent. By creating and implementing improved frameworks for service delivery in the LA and schools will enable those settings to operate as inclusively as possible and to improve educational, social and emotional outcomes for children and young people with SEND across the county.

Financial Implications

The principles of the CATIE document and the proposal to make the CATIE Kent's strategy for Inclusive Education CATIE has been included as part of the approach to delivering Kent County Council's Dedicated Schools Grant (DSG) 'Safety Valve' Agreement with the DfE. It has been approved as part of the DSG management plan to 'Implement a countywide approach to 'Inclusion Education', to further build capacity in mainstream schools to support children and young people with Special Educational Needs and Disabilities (SEND), thus increasing the proportion of children successfully supported in mainstream education and reducing dependence on specialist provision'. The agreement is subject to review and 'insufficient progress being made towards the authority

reaching and sustaining an in-year balance on its DSG account as set out in the plan' could result in a breach of the agreement.

Legal Implications

Legally our duties remain the same if CATIE is a strategy for Kent or not. Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and the guidance in [the SEND] Code of Practice. 'When considering an appeal from a parent or young person the First-tier Tribunal (Special Educational Needs and Disability) ('the Tribunal') must have regard to this Code of Practice'. Local Authorities 'must consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision'.

'As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people'

'The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan'.

Equalities implications

A EqIA is in progress and will be available when taking the decision.

Governance implications

The corporate Director of Children, Young People and Education would inherit the main delegations from this piece of work. Decisions and exceptions would be taken through the CYPE DMT. One area currently identified to require a future Cabinet key decision is proposed changes to High Needs Funding allocations. All other decisions will first be brought to the CATIE Monitoring and Evaluation meeting and escalated via agreed governance processes through to CYPE DMT as required. Other Alternatives Considered and risks if decision isn't taken.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 16 May 2023.

Any alternatives considered and rejected:

If this decision isn't taken, the priorities of CATIE could still be taken forward but would not hold the same gravitas if resistance to change is encountered. The references made to CATIE in the DfE/Kent DSG Safety Valve agreement require this decision to be made.

The changes set out in CATIE are widespread and will have a profound impact on multiple existing processes, our key partners, and stakeholders. If CATIE is approved as our strategic approach to inclusive education we can demonstrate, through strong leadership and the backing of our members, these system-wide changes will lead to improvements for our children and young people with SEND.

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

.....
signed

.....
date

This page is intentionally left blank

EQIA Submission – ID Number

Section A

EQIA Title

CATIE Strategy 2023-28

Responsible Officer

Rachel Baker - CY EHPS

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education

Responsible Head of Service

Siobhan Price - TEP

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The purpose of this Equality Impact Assessment is to review the potential impact of the proposed 'Countywide Approach to Inclusive Education' strategy upon each of the protected characteristics as set out in the following table.

Once approved, this strategy will support the inclusion of all children and young people in Kent. Schools and education settings are key partners in delivering this transformation and the SEND Code of Practice sets out that a graduated approach to meeting the needs of children and young people is the best way of obtaining good outcomes.

The document sets out the actions we will take to realise that vision and our commitment to genuine co-production.

We have grouped this work under four key principles:

Priority One: Supporting a school led system to deliver the highest quality core inclusive education,

Priority Two: Providing additional intervention and support with engagement and integration,

Priority Three: Inclusive Education is part of a broader, holistic, and joined-up offer of support, and

Priority Four: Ensuring smooth transition between education phases.

The success of an effective, inclusive, education system is dependent on all stakeholders collaborating with their shared aims. We aim to support and empower schools and settings, incentivising, and motivating engagement by:

- Ensuring processes and priorities are based on school led evaluation, using a robust framework, with evidence from a variety of sources.
- Using data and information to support impact analysis that is contextualised, and presents a richer, realistic picture.
- Providing a high level of training and support with an equitable core offer for all providers.
- Supporting the development of locality collaborations, with collective control over resources to meet the local needs.
- Supporting the development of a school-to-school system of continuing professional development and improvement support.

Accountability and challenge are the responsibility of all stakeholders, collaborative working enables transparency between providers and other stakeholders. It is vital all parties work together to eradicate weaknesses in the system for our children and young people.

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

The proposed strategy aims to put in place the actions required to develop and support an inclusive education system in partnership with key stakeholders in Kent. By creating and implementing improved frameworks for service delivery in the LA and schools will enable those settings to operate as inclusively as possible and to improve educational, social and emotional outcomes for children and young people with SEND across the county.

At this stage, after engagement with stakeholders around the strategy, there appear to be no negative/adverse impacts on protected groups.

Adverse Equality Impact Rating: Low

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

Consultation and co-production was undertaken in the creation of the CATIE in late 2020 and early 2021. Schools, parents/carers, other stakeholders were involved in the discussions and decisions over content within CATIE via different working groups. There was a County Education Reference Group that met 6 times a year, involving LA education and inclusion personnel, school staff across all phases and type of setting, Kent Special Educational Needs Trust and Kent Association of Headteachers representatives. A High Needs Funding Working Group convened and met monthly (and continues to meet now) with LA finance personnel and school staff across various phases and types of setting. A Transition Working Group was assembled and met monthly, and continues to meet now less frequently, with various stakeholders and partners invited. Parent/Carer feedback was gained via schools, with an event held in Autumn 2021.

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

No

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients
Staff Staff/Volunteers
Residents/Communities/Citizens Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
<p>a) Children and young people experience a high quality, inclusive education within the most appropriate setting to meet their needs.</p> <p>b) Children and young people with SEND are able to thrive socially and emotionally at school</p> <p>c) 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>d) 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>e) 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>f) 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</p> <p>g) Parents and carers are confident that their child's school or setting has the knowledge, skills, and confidence to meet their needs.</p> <p>h) Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported</p> <p>i) 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.</p> <p>j) Staff in mainstream schools have improved knowledge, skills, and confidence in responding to the needs of children and young people with SEND through:</p> <p>k) access to high-quality information, advice and support from multi-agency professionals and specialist teachers</p> <p>l) streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual children and young people with SEND.</p> <p>m) Flexible locality resources, in the form of financial and practical support.</p> <p>n) 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 can 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> <p>o) Schools are able facilitate smooth and successful transitions through effective local collaboration, built upon:</p> <p>p) a shared understanding of best practice in relation to transition</p> <p>q) tools and approaches to support planning for individual children and young people, including preparing for adulthood.</p> <p>r) access to resources and opportunities for transition activities</p> <p>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</p> <p>s) 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).</p> <p>t) There is improvement in outcomes, attainment and progress made by all children and young people.</p> <p>u) Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.</p>

Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No. Note: If Question 19a is "No", Questions 19b,c,d will state "Not Applicable" when submission goes for approval
Details of negative impacts for Age
Not Completed
Mitigating Actions for Age
Not Completed
Responsible Officer for Mitigating Actions – Age
Not Completed
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No. Note: If Question 20a is "No", Questions 20b,c,d will state "Not Applicable" when submission goes for approval
Details of Negative Impacts for Disability
Not Completed
Mitigating actions for Disability
Not Completed
Responsible Officer for Disability
Not Completed
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No. Note: If Question 21a is "No", Questions 21b,c,d will state "Not Applicable" when submission goes for approval
Details of negative impacts for Sex
Not Completed
Mitigating actions for Sex
Not Completed
Responsible Officer for Sex
Not Completed
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No. Note: If Question 22a is "No", Questions 22b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Gender identity/transgender
Not Completed
Mitigating actions for Gender identity/transgender
Not Completed
Responsible Officer for mitigating actions for Gender identity/transgender
Not Completed
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No. Note: If Question 23a is "No", Questions 23b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Race
Not Completed
Mitigating actions for Race
Not Completed
Responsible Officer for mitigating actions for Race

Not Completed
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No. Note: If Question 24a is "No", Questions 24b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Religion and belief
Not Completed
Mitigating actions for Religion and belief
Not Completed
Responsible Officer for mitigating actions for Religion and Belief
Not Completed
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No. Note: If Question 25a is "No", Questions 25b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Sexual Orientation
Not Completed
Mitigating actions for Sexual Orientation
Not Completed
Responsible Officer for mitigating actions for Sexual Orientation
Not Completed
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No. Note: If Question 26a is "No", Questions 26b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Pregnancy and Maternity
Not Completed
Mitigating actions for Pregnancy and Maternity
Not Completed
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Completed
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No. Note: If Question 27a is "No", Questions 27b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Marriage and Civil Partnerships
Not Completed
Mitigating actions for Marriage and Civil Partnerships
Not Completed
Responsible Officer for Marriage and Civil Partnerships
Not Completed
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No. Note: If Question 28a is "No", Questions 28b,c,d will state "Not Applicable" when submission goes for approval
Negative impacts for Carer's responsibilities
Not Completed
Mitigating actions for Carer's responsibilities
Not Completed
Responsible Officer for Carer's responsibilities

A COUNTYWIDE APPROACH TO INCLUSIVE EDUCATION

Working together to improve outcomes for children and young
people with Special Educational Needs and/or Disabilities
2023 - 2028

KENT
COUNTY
COUNCIL

1. Introduction

Kent County Council (KCC) has developed this strategy in conjunction with children and young people, parents and carers, schools, settings, and other key stakeholders. In addition to local collaboration, the strategy has been informed by the Special Educational Needs and/or Disabilities (SEND) Code of Practice¹, and the Kent Strategy for Children and Young People with SEND 2021-24², research published in the Local Government Association (LGA) report 'Developing and sustaining an effective local SEND system'³.

Once approved, this strategy will support the inclusion of all children and young people in Kent. Schools and education settings are key partners in delivering this transformation and the SEND Code of Practice sets out that a graduated approach to meeting the needs of children and young people is the best way of obtaining good outcomes.

This document sets out the actions we will take to realise that vision and our commitment to genuine co-production. A wide range of people will play an important part in delivering this vision.

We have grouped this work under four key principles:

Priority One: Supporting a school led system to deliver the highest quality core inclusive education,

Priority Two: Providing additional intervention and support with engagement and integration,

Priority Three: Inclusive Education is part of a broader, holistic, and joined-up offer of support, and

Priority Four: Ensuring smooth transition between education phases.

Whilst this strategy covers the area of Kent, we are committed to continue working with neighbouring Local Authorities (LAs) to share best practice, data, and information and to explore opportunities to improve services.

What is inclusion?

Inclusion is described as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

What does inclusion mean in Kent?

As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable

¹ [SEND Code of Practice 2015](#)

² [Kent Strategy for SEND 2021-24](#)

³ [LGA Report](#)

groups of learners and a wholly inclusive education system which ensures:

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

The Kent Inclusion Statement⁴ was co-produced with Kent Parents and Carers Together (PACT), Kent Headteachers, Special Educational Needs Co-Ordinator's (SENCOs) and KCC Officers. The statement reflects partnership working between education leaders and KCC in developing a countywide approach to inclusive education. We strive to ensure that all schools, academies, and early years and childcare settings can provide inclusive education, and to follow both the spirit and the letter of the law with inclusive values. The statements reflect a joint commitment of all the partners across the Kent education system including settings, schools, colleges, and the LA.

The Kent Vision

Establishing our collective ambitions in the CATIE for children, young people, and their families in Kent we will make sure no child is left behind. Working together in a collaborative, sustainable system, we will ensure equity of education means all children feel they belong, are respected and valued as individuals, and are fully supported to achieve their best.

⁴ [Kent Inclusion Statement](#)

2. Support Empower Challenge

The success of an effective, inclusive, education system is dependent on all stakeholders collaborating with their shared aims. We aim to support and empower schools and settings, incentivising, and motivating engagement by:

- Supporting the development of a school-to-school system of continuing professional development and improvement support.
- Ensuring processes and priorities are based on school led evaluation, using a robust framework, with evidence from a variety of sources.
- Using data and information to support impact analysis that is contextualised, and presents a richer, realistic picture.
- Providing a high level of training and support with an equitable core offer for all providers.
- Supporting the development of locality collaborations, with collective control over resources to meet the local needs.
- Committing to a collective endeavour to ensure all children experience inclusive education.

Accountability and challenge are the responsibility of all stakeholders, collaborative working enables transparency between providers and other stakeholders. It is vital all parties work together to eradicate weaknesses in the system for our children and young people.

3. Legislative and Kent Context

SEND Code of Practice (2015) Para 1.26: As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.

The Equality Act 2010 provides protection from discrimination for disabled people. Para 1.31: The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

The SEND Code of Practice (2015) sets out commitments around inclusive education and removal of barriers preventing children and young people with SEND from learning and participation in mainstream education.

In addition, the SEND Code of Practice sets out the presumption that children and young people with SEND should be able to receive their education within a mainstream setting. Schools are required to identify and assess the needs of the SEND pupils they support and use their 'best endeavours' to ensure they receive appropriate support and are fully included alongside their peers.

The Kent Strategy for Children and Young People with SEND 2021-24 sets out the following priorities:

- Priority One: Improve the way we work with children and young people, parents, and carers.
- Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.
- Priority Three: Identify and assess the needs of children and young people earlier and more effectively.
- Priority Four: Improve education, care and health outcomes for children and young people with SEND.
- Priority Five: Ensure children and young people with SEND are included in their local community.

Schools and education settings are key partners in delivering this vision, working in collaboration with other professionals to ensure children and young people receive the support that they need to achieve their full potential in education. To accomplish this, the strategy seeks to support schools such that there is:

- Improved inclusive practice in our schools. Children and young people with SEND feel they belong, are respected, valued, are supported to make progress, achieving

their ambitions and aspirations through high quality teaching, and a challenging, wide-ranging, curriculum.

- A countywide programme of peer reviews of inclusion with an identified focus on SEND provision.

Many schools in Kent have a commitment to inclusion and use best efforts to support children and young people with SEND. However, the outcomes achieved, and progress made by these young people falls significantly below the national average for this group.

Pupils with an Education, Health, and Care Plan (EHCP) in Kent are less likely to be educated in a mainstream school (selective or non-selective), than would be expected nationally. The following summary is taken from the Kent Commissioning Plan for Education Provision, 2023- 27⁵:

‘The LA is responsible for issuing and maintaining EHCPs for children and young people between the ages of 0-25 years. As of January 2022, this totaled 17,733 children and young people with an EHCP. This is an increase of 2,452 since January 2021, an increase of 16% compared to 9.9% in England. In Kent 33.5% (31.1% in 2021) are educated in mainstream (including Specialist Resource Provisions (SRPs)), whilst the England figure is 40.5%. In Kent 39.7% of children and young people with EHCPs are educated in a special school compared to 34.8% nationally.

To ensure the LA is able to provide sustainable high-quality provision, the system needs to be realigned and the proportion of children and young people catered for within each provision type brought in line with national figures, so that specialist places are for only those children and young people with the most complex needs. A significant change programme is ongoing to improve mainstream school SEND inclusion capacity, so staff are skilled, confident, and able to educate and support more children with EHCPs.

To meet the need for specialist places across Kent, including meeting the needs in areas of population growth, a mixture of new special schools, expansions of existing schools and the establishment of satellites and SRPs will be commissioned across Kent. This plan will only reflect a proportion of our commissioning intentions at this stage as the full plan will need to be informed by the review of our continuum of SEND provision, reporting in the first half of 2023.’

Relevant legislation

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2015
- Education Act 1996
- Equality Act 2010
- Care Act 2014
- Children Act 1989/ 2004

⁵ [Kent Commissioning Plan for Education Provision 23-27](#)

4. Outcomes

The CATIE monitoring arrangements aim to support the delivery of activities, provide assurance, and advise the Directorate Management Team (DMT) on management actions where required. The CATIE Monitoring and Evaluation Group plan, monitor and quality assure the delivery of this strategy. Measures of success and key performance indicators are used to monitor progress of the delivery activities which supports achievement of the strategic objectives.

To know if we are getting it right, we will keep listening to the experiences of schools, settings, children, young people, and their families. We will be flexible in our approach so that if any stakeholder tells us that what we are doing is not making a difference, we will review what we are doing and change it where necessary.

For children, young people, and families:

- a) Children and young people experience a high quality, inclusive education within the most appropriate setting to meet their needs. *The Code of Practice sets out that for the majority of children with SEND, there is a presumption that this will be within a mainstream setting.*
- b) Children and young people with SEND can thrive socially and emotionally at school.
- c) 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.
- d) 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.
- e) 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.
- f) 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.
- g) Parents and carers are confident that their child's school or setting has the knowledge, skills, and confidence to meet their needs.
- h) Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.

For Schools:

- a) 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.
- b) Staff in mainstream schools have the necessary knowledge, skills, and confidence in responding to the needs of children and young people with SEND through:
 - access to high-quality information, advice and support from multi-agency professionals and specialist teachers
 - thorough and regular Continuing Professional Development programmes that ensure staff are aware of Mainstream Core Standards, Quality First Teaching, and other strategies to meet the needs of children and young people with SEND.
 - streamlined and effective locality structures through which to share advice, best practice and information as well as accessing wider support for individual children and young people with SEND.
 - Flexible locality resources, in the form of financial and practical support.
- c) 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 can 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.
- d) Schools are able facilitate smooth and successful transitions through effective local collaboration, built upon:
 - 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.

System-level outcomes:

Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:

- 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 all children and young people.
- Achievement gaps close for pupils on free school meals, children in care, and pupils with SEND.

DRAFT

5. Outlining standards and expectations

Through discussions with schools, settings, parents/carers, young people, and other key stakeholders, we have agreed the underpinning standards and expectations for Inclusive Education provision. These are detailed in the following documents:

Inclusion Statement: Our collective values and aims are captured in our inclusion statement, which can be found [here](#). The statement is also included as Appendix One to this document.

Mainstream core standards for schools: Provision that the local area expects to be made available for children and young people with SEND attending mainstream schools. Guidance for schools, parents and carers and professionals working with children and young people can be found [here](#).

Early Years Best Practice and Mainstream Core Standards: Best Practice Guidance for the Early Years has been developed by professionals within Kent to offer advice and guidance to Early Years practitioners in supporting all children, including those with SEND, to achieve their potential. Guidance can be found [here](#).

Inclusion Toolkit: A clear toolkit which underpins the structure of the design and evaluation of our shared work. Used as a basis for the system approach to inclusive education, peer to peer discussions, and the curriculum for the Inclusion Leadership programme. The toolkit can be found [here](#).

6. CATIE Priorities

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. It means all children in the same classrooms, in the same schools with real learning opportunities for groups who have traditionally been excluded. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. UNICEF

'Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.'

The recent LGA Report, *Developing and sustaining an effective local SEND System* emphasises that *“effective practice in mainstream settings and schools in identifying young people’s needs and putting in place the right support is at the foundation of the local SEND system. Getting this wrong can create unsustainable pressure on more targeted and specialist forms of provision and can close off opportunities for young people and choices for parents.”*

Their research, which involved exploration of local systems across the country, identified several core features of effective practice that are essential to improving inclusive capacity within mainstream schools. These are summarised below:

1. **Putting in place clear expectations about what needs mainstream schools and settings will meet** (in Kent, these have already been defined in collaboration with schools and settings through our Mainstream Core Standards and Early Years Standards).
2. **Backing these expectations with a clear offer of capacity-building support** – *“agreeing expectations is important, but equally important is ensuring that staff in local mainstream settings and schools have access to support that can enable them to translate those expectations into practice.”*
3. **Engaging “system leaders”** who can play a role in supporting practice beyond their immediate school, drawing on the expertise and building capacity across the local SEND system. Research highlighted the importance of engaging *“not just SENCOs, but headteachers, leaders and governors.”*
4. **Ensure that schools and settings have access to an explicit offer of targeted inclusion support:** *“an effective local SEND system has a clear offer of support that can be accessed by mainstream schools and settings at an agreed point and to enable them to keep young people included. The research noted that “if the only way of accessing additional support was by accessing statutory EHCPs, then this was likely to create greater demand for EHCPs” and that local systems needed “a mechanism for providing additional support in a way that was not linked to statutory services, and in ways that were more flexible and time-limited.”*
5. **Ensure that education inclusion support is part of a broader, holistic, and joined-up offer of support of support for young people’s care and health needs.** This recognises that dependencies between a child or young person’s needs within an education setting and their wider social, emotional, and physical wellbeing which requires the inclusion agenda to be linked to a wider, integrated offer of early help, family support, and targeted support from local health services.

The recently published Government SEND and Alternative Provision (AP) Improvement Plan⁶, also has a focus on the 'Right Support, Right Place, Right Time'. This plan has the following aims:

1. Deliver for children and families so that the system can:
 - fulfil children's potential,
 - build parents trust,
 - provide financial sustainability.
2. Create a more inclusive society through a new national SEND and AP system,
3. Deliver National SEND and AP standards.

The success of this plan will be achieved when the following is implemented:

- National standards will be well established,
- The system will be financially sustainable,
- Parents have confidence,
- Children and young people can access a range of support through a fair and consistent process,
- All proposals and plans will be tested, co-produced and delivered.

We have explored each of these features of effective systems, and they are taken forward over the following pages, within four core interdependent priorities which form KCC's Countywide Approach to Inclusive Education 2023-2028.

The following are the priorities for Inclusion that KCC will deliver on in Kent over the next five years. They have been shaped by the current and future context Kent faces, and by the ideas and feedback we have received from our partners and stakeholders. Each priority includes specific commitments and supporting objectives, and will focus our efforts as a council, and collectively with our partners, to meet those challenges and improve outcomes in mainstream settings for children and young people with SEND.

⁶ [SEND and AP Improvement Plan](#)

Our Priorities are:

Priority One:
Supporting a school led system to deliver the highest quality core inclusive education
<p>This priority focuses on building capacity within settings through a tripartite model (illustrated below), which brings together the development of a core training offer, leadership development programmes, and peer-to-peer review structures across the county. In this way it combines recommendations 2 and 3 from the LGA research above into a mutually sustaining model.</p>
Priority Two:
Providing additional intervention and support with engagement and integration
<p>This priority responds to recommendation 4 from the LGA research, exploring the best ways to facilitate access to additional inclusion support for children and young people with SEND. This includes locality structures and forums, as well as opportunities to strengthen local resources and pilot opportunities.</p>
Priority Three:
Inclusive Education is part of a broader, holistic, and joined-up offer of support
<p>This priority responds to recommendation 5 from the LGA research, that education support for inclusion is linked to the broader system of services and support available to children, young people, and families in Kent. This will involve working in partnership with a range of agencies as part of the implementation of the wider SEND strategy.</p>
Priority Four:
Ensuring smooth transition between education phases
<p>This priority aims to develop collaborative approaches between settings to achieve successful and sustained transitions for children and young people at key phases and times of transition in their lives.</p> <p>Education practitioners in Kent raised transition as a key area requiring our collective focus, and so we have included this as an additional priority.</p>

Priority One:

Supporting a school led system to deliver the highest quality core inclusive education

This priority focuses on building capacity within settings through a tripartite model (illustrated below), which brings together the development of a core training offer, leadership development programmes, and peer-to-peer review structures across the county.

We aim to support, challenge, and empower education providers to deliver the highest quality of inclusive education provision for Kent’s children and young people such that:

- there is improvement in outcomes, attainment, progress, attendance, and exclusion, made by all children and young people.
- achievement gaps close for pupils on free school meals, children in care, and pupils with SEND.
- all children and young people have equitable access to a challenging and wide-ranging curriculum.

We will do this by:

1. Committing to Inclusive Leadership to develop and grow the inclusive nature of our mainstream schools,
2. Establishing a system of peer moderation to support the sharing and growth of inclusive practice in a non-judgmental manner,
3. Ensuring that Inclusive Leadership mirrors a school improvement approach as per the following diagram:



4. Developing a core training offer for all mainstream schools to access which is accessible and is based on the universal and targeted approach which will support the development of knowledge and skills as well as building capacity in mainstream settings.
5. Providing high quality and accurate data for schools and districts through the District Dashboard – Supporting the Countywide Approach to Inclusive Education in Kent so that schools and localities have accurate information and evidence on which to base decisions regarding further interventions and training.
6. Improving transparency of financial data so that schools can improve the quality of SEND Information report for the purposes of accountability and governance.
7. Developing a countywide partnership of local schools with to develop locality work to a form a secure partnership network for school improvement across Kent with Inclusion at its core, to support teacher development and spread the influences of the best practice in improving quality first teaching and raising standards, including narrowing achievement gaps.

DRAFT

Priority Two:**Providing additional intervention and support with engagement and integration**

This priority focuses on exploring the best ways to facilitate access to additional inclusion support for children and young people with SEND. This includes locality structures and forums, as well as opportunities to strengthen local resources and pilot opportunities.

Whilst the highest quality of inclusive education is core business for our schools and settings, it is recognised that some children and young people may need additional specialist support, over and above the provision that is ordinarily provided to their peers.

For children and young people with SEND, this is likely to be planned support throughout their journey, for other children and young people, situations arise where support is needed for a shorter period.

We aim to ensure support is easily accessible, targeted to meet the needs and delivered at the appropriate time and ensure access to pre-emptive strategies that prevent escalation to the need developing are employed, where this is not effective, support into education is the overarching priority.

We will do this by:

1. Providing wider community practices and locality working. Locality Working will provide schools with the opportunity to contribute to local inclusion plans and have access to a multi-disciplinary team which will provide more targeted support for schools.
2. Reviewing how High Needs Funding (HNF) is distributed so that schools can have flexibility to plan a curriculum and/or therapies to meet ever changing needs and local priorities.
3. Developing Local Inclusion Plans in line with current government strategy to improve provision at all levels.
4. Exploring how children in 'crisis' can be supported to ensure their safeguarding and to maintain the effective education of others.
5. Designing and creating local structures so that appropriate outreach can be accessed, and local commissioning can be improved.
6. Exploring and developing how to improve attendance of children and young people with SEND.
7. Developing an approach to Social Emotional and Mental Health (SEMH) in line with the recommendations of the SEMH review from 2022. We will do this in partnership with SEMH school leaders, Pupil Referral Unit (PRU) leaders, Specialist Teaching and Language Service (STLS), and Emotional and Mental Health practitioners to reverse the trends of Permanent Exclusions (PEX) and reduced timetables.

Priority Three:**Inclusive Education is part of a broader, holistic, and joined-up offer of support**

This will involve working in partnership with a range of agencies as part of the implementation of the wider SEND strategy to ensure that education support for inclusion is linked to the broader system of services and support available to children, young people, and families in Kent.

The need for integrated approaches lies at the heart of the Children and Families Act 2014 and are reflected in the SEND Code of Practice.

In Kent, there is a wide variety of services and structures supporting the broader health, wellbeing and social care needs of children, young people, and families. Through our part in delivering to the Kent Strategy for Children and Young People with SEND 2021-24, we will work with all relevant local partners to ensure services are joined-up and accessible to children and young people with SEND and their families.

We will do this by working with the following services (and others, this is not intended as a definitive list) to produce a joined-up offer for schools, contribute to the Resource Directory and create an equitable offer for all mainstream schools to improve the offer for children with SEND support and those with EHCPs.

- Health Services
- School Nursing Service
- Early Help / Integrated Children's Service
- PRU, Inclusion and Attendance Service (PIAS)
- Family Hubs
- Joint commissioning services
- Emotional Health and Wellbeing Service
- KENT SEND Team
- Virtual School Kent (VSK)
- Violence Reduction Unit (VRU)
- Specialist Teaching and Language Services (STLS)
- The Balanced System
- Autism Education Trust
- Special Schools

We will assess the effectiveness of these services through the District Dashboard and local inclusion plans.

We will work with locality structures to inform how we prioritise resources which supports the needs of children with EHCPs and children on SEND support registers.

We will work with the special school sector to define and deliver a continuum of support to deliver better outcomes for children with SEND and who receive SEND support in a financially sustainable manner.

Priority Four: Ensuring smooth transition between education phases

This priority aims to develop collaborative approaches between settings to achieve successful and sustained transitions for CYP at key phases and times of transition in their lives.

We will do this by focusing on the priorities for each of the key transition phases, to consider appropriate destinations for all children and young people, with a presumption of mainstream, and the opportunity to transition back into mainstream, at every transition point.

The Kent Transition Charter⁷ demonstrates KCC's commitment so that all professionals have a shared understanding of what transition is and means, and that a consistent approach is taken both in principle and in practice. All stakeholders will work together, with professional and mutual respect, to support children and young people and their families through transition.

Early Years to Primary

Our Early Years and Childcare Strategy 2020-2023⁸ outlines our priority to ensure increasing numbers of children are 'ready for the next stage' at the end of the Early Years and Foundation Stage (EYFS) and make an effective transition into school. To achieve this, we will:

- Drive further enhancing family involvement in children's learning.
- Work with children's centres to ensure maximum and effective support for children's holistic development through early learning activities and services provided.
- Promote and support the take-up of all Free Entitlements.
- Promote and support the development of effective working relationships and mutual respect between early years and childcare providers and schools.
- Support well-informed, seamless, and effective transitions for all children in all circumstances, but particularly on starting school.

We continue to offer Portage, a service for pre-school children with SEND, offering bespoke packages of intervention to support a child's development through Pre-school learning groups and/or home learning sessions. Portage supports children's learning and development using a small steps approach.

Primary to Secondary



The National Association for Special Educational Needs (NASEN) guide to transition⁹ outlines key activities for this transition phase. In addition to Kent's work within localities, we will support local collaboration and prioritisation of this transition through:

- Improving the sharing of information between schools
- Providing best practice guidance on supporting transition
- Promoting and supporting schools with summer transition activities
- Considering time-limited transition funding that follows the child (part of the wider HNF review)

⁷ [Kent Transition Charter](#)

⁸ [Early Years and Childcare Strategy 2020-23](#)

⁹ [NASENs guide to transition](#)

The Kent Association of Headteachers (KAH) and Kent Special Educational Needs Trust (KSENT), along with KCC colleagues, have worked together to co-produce a more comprehensive Transition Charter which outlines the expectations and responsibilities of schools and other partners. A Transition team will develop a transition framework which will set out how schools and other partners can plan their conversations and activities so that parents can make informed decisions and be confident that their children will be welcomed in an appropriate setting in line with the principles of the charter. Improvements in statutory services will result in a cohesive structure for transition which will include appropriate advice and guidance, a phase transfer process which meets legislative timelines and complement local inclusion plans which will outline what provision is available.

Post-16

We will work to ensure children and young people experience smooth transition between secondary and into post-16 provision, such that progression provides a route to skilled employment and higher learning. Resource has been put into employer engagement to support schools in fulfilling the Gatsby benchmarks. The expansion of the Careers Enterprise Advisors means that all secondary schools can have an industry specialist working with them as their Enterprise Advisor.

The 16-19 qualification review challenged the robustness and skill level of some post-16 curriculum offers which essentially reduced the opportunities for young people aged up to 19 years of age (25 years¹⁰) to be engaged in purposeful education and training or being well prepared for skilled employment and higher learning. The review made eight key recommendations which are being taken forward by the Pathways for All Programme.

Preparing for Adulthood

Following two large multi-agency workshops focused on preparing children and young people with SEND for adulthood, a countywide action plan has been developed, with key priorities included within the Written Statement of Action. One of the key deliverables was the production of a Preparing for Adulthood (PfA) Core Standards document, providing guidance to mainstream and special education settings, as they prepare children, young people, and their families to plan for the transition to adult life. This document is shortly to be published.

One of the ways in which we will work with schools around the PfA agenda is through developing a countywide approach to Supported Employment for mainstream schools, summarised below.

Supported Employment programmes embedded in Secondary schools.



We will provide a training and support offer to mainstream secondary schools to implement programmes of Supported Employment within their school. This offer will provide an integrated programme of training and support for secondary schools in Kent, to support them in implementing whole school approaches to Supported Employment, as well as specific practices such as Travel Training, Vocational Profiling and Systematic Instruction within their settings.

¹⁰ For children and young people with SEND

8. How will performance against this delivery plan be monitored?

Governance and action monitoring:

Group	Role (Info or accountability)	Frequency
SEND Assurance Board	Overall governance and accountability	As required
Transformational Operational Groups	Information	As required
CATIE Monitoring and Evaluation Group	Programme and Project Governance Board	As per KAH / KSENT schedules
Commissioned Services (Contract and Performance Management)		As per contract monitoring schedule
KAH / SEND Inclusion Group	Co-production governance	Termly
Directorate Management Team (DMT)	KCC Senior Management Governance	As required
Schools Funding Forum	Financial governance	As required
CYPE Cabinet Committee	Political Governance	Termly
Annual Report and publication to KELSI	Information	TBD
DfE / Regional Director reporting	Information	As required

Key Performance Indicators:
Mainstream Education

2022 Outcomes	ALL	CIC	SEN K	EHCP	Kent Average	National Average
% placed in mainstream - May 2022 Census	97.7%	N/A	99.6%	33.5%	33.5%	44.5%
Number of suspensions 2021/22 (% in brackets – calculated from May 2022 Census cohort – all schools)	6,630 (2.7%)	180	1,920 (7.1%)	760 (6.5%)	6,630 (2.7%)	N/A
Number of PEX 2021/22 (% in brackets – calculated from May 2022 Census cohort – all schools)	50 (0.0%)	1	24 (0.1%)	12 (0.1%)	50 (0.0%)	N/A
Number reduced Timetable – October 2022 (% in brackets – calculated from October 2022 Census cohort – all schools)	831 (0.3%)	40	372 (1.4%)	258 (2.2%)	831 (0.3%)	N/A
% Persistent Absence – 2021/22 (National is Autumn/Spring Combined)	23.8	N/A	34.7	39.4	23.8	22.3
% Severe Absence – 2021/22 (National is Autumn/Spring combined)	1.7	N/A	3.0	6.0	1.7	1.5
% KS¹¹2 expected standard 2022	59%	25.9%	21%	8%	59%	59%
Progress score KS2 reading 2022	-0.8	-2.5	-2.5	-5.4	-0.8	0.0
Progress score KS2 Writing 2022	0.1	-2.3	-1.8	-4.4	0.1	0.0
Progress score KS2 Maths 2022	-0.9	-2.8	-2.2	-4.8	-0.9	0.0
A8 KS4 Selective	69.1	52.0	62.6	54.0	69.1	74.2
A8 KS4 Non-Selective	41.6	24.5	29.7	22.9	41.6	44.3
P8 KS4 Selective	0.40	-1.07	-0.08	-0.78	0.40	0.57
P8 KS4 Non-Selective	-0.38	-1.36	-0.86	-0.94	-0.38	-0.19

Data Notes:

- % Placed in Mainstream – “All” is a percentage of pupils attending primary and secondary schools using the May 2022 Total Roll (all schools and pupils) as the denominator.
- % Placed in Mainstream – “SEN K” is a percentage based on the number of SEN K pupils attending a Kent primary or secondary schools using the May 2022 Total Number of SEN Support pupils as the denominator.

¹¹ Key stage

- % Placed in Mainstream – “EHCP” is a percentage based on the number of EHCP pupils attending a Kent primary or secondary school using the May 2022 Total Number of EHCP pupils as the denominator.
- % Placed in Mainstream – “EHCP” * - this is using the entire population of EHCP pupils aged 0 to 25 which includes private provision and Kent pupils placed outside the LA. The data is from the January 2022 SEN2 return (sections 1.1 and 1.2).
- KS4 National is from the DfE SFR published 02/02/23
- KS4 Kent is from the Unamended NPD dataset of October 2022
- KS4 Kent CIC is Kent CIC only and is from the Unamended NPD dataset of October 2022

Other measures:

- Number of children and young people accessing Supported Employment
- % of parents who agree or strongly agree with the parental survey statements that they are confident that the educational provider can meet need (primary)
- % of parents who agree or strongly agree with the parental survey statements that they are confident that the educational provider can meet need (secondary)
- % children and young people on track to achieve their end of Key Stage (KS) outcomes (for those annual reviews not taking place in the final year of the KS)
- % children and young people who achieve at least 50% of their EHCP outcomes by the end of KS

9. Linked Strategies

This delivery plan works alongside the following KCC strategies:

- Kent Strategy for Children and Young People with SEND 2021-24¹²
- Early Years and Childcare Strategy
- School Improvement Strategy
- Kent Commissioning Plan for Education Provision, 2023-27

DRAFT

¹² To be replaced by a new Education Strategy

Appendix 1: Inclusion Statement

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

Children and young people with SEND are individuals and rarely fall neatly into one need type, whole school approaches are, therefore, intended to be complimentary of each other and support the development of cultures, strategies and systems that benefit the wider cohort of pupils, not just those of the identified need type. Holistic assessment of a young person's needs, and support from across the need types will often be required to determine the most effective package of support.

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

Our commitment:

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

We will:

across the county...	in each area...	in our education and childcare settings...
<p>Making sure that every child and young person in our schools and settings, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are.</p>	<p>Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.</p>	<p>Having a responsibility to provide for Kent children whatever their background and current circumstances and ensuring that they receive accurate AND EARLY identification of their needs so that high quality learning and teaching leads to positive experiences and outcomes.</p>
<ul style="list-style-type: none"> • Provide a clear and up-to-date local offer on our website and on request to parents/carers and other stakeholders. • Publish and adhere to clear procedures for children with SEN starting school and at key points of transition (EY, post-11, post-14, post-16). • Maintain a forum for collecting the views of stakeholders, especially children and parents/carers, as part of our ongoing evaluation of provision. • Work collaboratively across the Council, schools, settings, academies, health, and social care in the interests of SEND students. • Improve communication across the SEND and KCC services. 	<ul style="list-style-type: none"> • Establish a consistent process for tracking and monitoring provision for SEN pupils, to be shared with and scrutinised by KAH Area Boards and PRU Management Committees, and Early Years and Childcare Provider Association. • Establish a supportive and improvement-focused peer-to-peer SEN review process between schools and settings, and with the support of the Local Authority including a commitment to research-based evidence learning. • Provide regular learning / training opportunities for parents/ carers, schools, settings, and other interested parties. • Provide a range of mainstream and SRBP places for children and access to specialist interventions at special school nurseries. • Establish a system for ensuring that the procedures for primary to secondary transition are timely and fair, using local panels of SENCOs and KCC Officers. • Ensure that there are mechanisms in place to support parents/ carers in finding out about local schools and settings, and what they can offer to their children. • Commitment to transparency of data across the area/ district. • Challenge and be open to challenge and make evidence-based decisions. • Commit that all professionals will be honest and open. 	<ul style="list-style-type: none"> • Have an inclusive approach, including admission, with an appreciation of diversity, individuality, and ambition for all to achieve their optimum potential is essential in raising attainment for all. • Be confident that before a decision is made, all possible options available have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future. • Examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings. • Carefully and accurately assess HOW a child's needs can be met and respond accordingly.

For alternative formats, please email alternativeformats@kent.gov.uk or call **03000 42 15 53** (text relay service number 18001 03000 42 15 53). This number goes to an answering machine, which is monitored during office hours.

kent.gov.uk/localoffer



From: Rory Love, Cabinet Member for Education and Skills
Sarah Hammond, Corporate Director Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee – 16 May 2023

Subject: 23/00036 School Term Dates 2024-25

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

Recommendation: 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 decision to:

- (1) Agree the school term dates for KCC community and voluntary controlled schools for the school year 2024-25

1. Background

- 1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to decide their dates and length of terms.
- 1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a draft standard school year. However, the LGA has decided to stop coordinating the development of these draft models, because only around 40% of localities are now following the standard school year, as more academies and free schools determine the term dates for their schools.
- 1.3 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours or use a mixture of additional hours and non-contact days.
- 1.4 In determining the proposed future school term dates, KCC carried out a full consultation on the proposed dates. The proposed dates are attached as appendix 1.

2. Consultation Process and Proposed Dates

- 2.1 KCC consulted on the proposed term dates for the academic year 2024-25 from 23 February until 4 April 2023. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighbouring local authorities. The general public was also encouraged to participate by using KCC Facebook and Twitter channels, an article in KCC's residents' e-newsletter and a link was sent to 3037 registered users on Let's talk Kent. Below is a link to the consultation and equality impact assessment: [School Term Dates for 2024/25 | Let's talk Kent](#)
- 2.2 The consultation webpage was visited 1670 times. 335 responses were received. A breakdown of responses is attached as appendix 1. Of the responses received 114 respondents agreed to the proposal, 204 disagreed for varying reasons outlined in appendix 1. 15 left no response and 2 were undecided.
- 2.3 Of the responses received to the proposed term dates for 2024-25, which consisted of parents, carers, Headteachers and teachers; school governors, early years settings, other Local Authority, grandparents, local businesses and employers.
- 2.4 Of the 114 respondents who supported the proposed dates, these included 84 parents, 15 Headteachers and teachers/teaching assistants; 6 grandparents; 3 other school employees; 2 carers, 2 other Local Authority; 1 school governor, 1 business owner.
- 2.6 Of the 204 respondents, who opposed the proposed dates, 139 were parents, 9 grandparents, 46 Headteachers, teachers and school support staff, 3 other interested parties, 2 Early years settings 1 school governor, 1 Family Liaison officer, 1 Kent-Based Local Bus Operator. 1 union rep and 1 carer. Analysis of their responses has shown there were varying reasons for the objections and is detailed below.
- 2.7 The most frequent objection (55 responses) was that term 1 was too long, lasting 40 days. The LGA recommendation is that schools should return to school as close to the 1st of September as possible. Kent has proposed that term 1 therefore begins on Monday 2nd September to meet this recommendation and concludes on Friday 25 October 2024. This pattern matches our neighbouring authorities, London Borough of Bexley, London Borough of Greenwich and Surrey and the proposed terms 1 and 2 will remain unchanged.
- 2.5 The second most frequent objection was that the summer holiday period was too long (38 respondents). Other respondents made suggestions regarding the following: 20 respondents suggested a two week break in the October half term; 5 asked for the Christmas break to be increased, 3 suggested the May break should be extended to 2 weeks; 3 respondents suggested the summer break started in June / July and 1 requested shorter summer breaks amongst other requests to the change of the holiday length. As there was no overall agreement as to which holidays should be adjusted it is suggested that the proposed dates remain unchanged.

- 2.9 9 respondents suggested that staggering the term dates would allow for cheaper holidays as the dates would not align with other Local Authorities or schools which may lead to less people taking holidays on the same weeks and lead to a reduction in the cost of holidays. However, this contrasts with 4 other respondents who asked for fixed term dates for all schools. This is echoed in a response received from the local bus operator:

We welcome this consultation. Efficient bus services have become increasingly difficult to provide this century. Schools often used to adopt standard days of operation, and would often co-ordinate opening/finish times with adjacent schools so that one bus could carry pupils to multiple schools, making for the maximum operational efficiency. With the fragmentation of the school system, individual institutions consider only their own needs and do not pay any regard to a 'shared service' such as a bus route.

It is increasingly the case that multiple buses are needed at nearby schools where one would have sufficed in the past - this is particularly wasteful of scarce labour, as bus drivers are hard to recruit, train and retain. The waste is then compounded when schools do not notify bus providers of days when they plan to close early, start late or, indeed, close for an entire day.

Where resources are shared, it is most desirable that a common term start/finish date is applied. Moreover, as cross-boundary bus travel is very common indeed, eg Medway residents travelling to Kent schools, it is vital that adjoining authorities have the same term dates.

Thus, the calendar issued by KCC and attached to this consultation should be used by all Kent schools, and, if possible, also applied in Medway etc.

KCC has a statutory duty to set term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. By law, Academies and free schools also have the freedom to decide their dates and length of terms. When setting the school term dates for community and voluntary controlled schools, Kent consults with neighbouring authorities to promote the proposed dates. During this consultation two local authorities have responded in agreement with the proposed dates. By changing the dates so that they are not coordinated may lead to schools having teachers needing to take time off to accommodate the different holiday dates to care for their children. Following this feedback, the proposed dates will remain unchanged.

- 2.10 It was noted that a few respondents commented on the length of the terms. The government expects pupils to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind and children with poor attendance tend to achieve less in both primary and secondary school. The government expectation is the schools and local authorities promote good attendance and reduce absence, and by having longer terms it encourages a consistent routine. Following this feedback the proposed dates will remain unchanged.

2.11 Responses were consistent across all respondent types based on their answers to the equality and diversity questions. There were no differences of note between how different people responded about the proposed school terms dates.

3. Equalities Impact Assessment

3.1 The EqIA has been reviewed again following the consultation and no updates were required.

4. Financial Implications

4.1 There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

5. Legal implication

5.1 If we do not determine the term dates, the LA will not be meeting its statutory obligation.

6. Conclusion

6.1 Consequently, although the consultation received more comments disagreeing with the proposed dates, when the responses were analysed there were varying reasons for the disagreement. It is recommended that as 114 people supported the proposed dates in 2024-25, Members are asked to agree the recommendation set out below.

7. Recommendation(s)

Recommendation:

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 decision to:

- (1) Agree the school term dates for KCC community and voluntary controlled schools for the school year 2024-25

Background Documents

Appendix 1 – Breakdown of responses received to online consultation

Appendix 2 - PROD 23/00036

Appendix 3 - Equality Impact Assessment

Appendix 4 – Proposed School Term dates 2024-25

Contact details

Report Author:

Ian Watts

AEO North Kent

03000414302

Ian.Watts@kent.gov.uk

Relevant Director:

Christine McInnes

Director of Education

03000 418913

Christine.McInnes@kent.gov.uk

Appendix 1 – Breakdown of responses received to online consultation

Responses Received	335		
In Favour	114		
Disagreed	204		
Undecided	2		
No response	15		

Objection Breakdown		
Term 1 too long	55	
Summer break too long	38	
Term Length greater than 6 weeks	22	
October break increased to 2 weeks	20	
Staggering of Term dates to allow for cheaper holidays	9	
Term 5 too short	8	
Christmas break to increase	6	
Pupils have too Many holidays	5	
Term 6 too long	4	
Fixed Term Dates for all Schools	4	
Earlier start to Christmas Break	4	
Term 2 ends too close to Christmas	4	
Bring October break a week earlier	4	
Term 1 and 6 too long	3	
Increase the May break to 2 weeks	3	
Easter Holidays to wrap around the bank holidays	3	
Move Summer break to June / July	3	
Begin the May half term on 2 June (a week later then proposed)	2	
Terms not concluding on a Friday.	2	
Length of holiday too long	1	
Summer holidays are too short	1	
More school holidays	1	
Move October half term 1 week later	1	
Term 3 half term too late	1	

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love,
Cabinet Member for Education and Skills

DECISION NO:

23/00036

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) 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

School Term Dates for 2024-25

Decision:

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

- (1) Agree the school term dates for KCC community and voluntary controlled schools for the school year 2024-25

Reason(s) for decision:

Background

KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to decide their dates and length of terms.

In previous years the Local Government Association (LGA) has coordinated the preparation of a draft standard school year. However, the LGA has decided to stop coordinating the development of these draft models, because only around 40% of localities are now following the standard school year, as more academies and free schools determine the term dates for their schools.

Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours or use a mixture of additional hours and non-contact days.

In determining the proposed future school term dates, KCC carried out a full consultation on the proposed dates. The proposed dates are attached as appendix 1.

Consultation Process and Proposed Dates

KCC consulted on the proposed term dates for the academic year 2024-25 from 23 February until 4 April 2023. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighbouring local authorities. The general public was also encouraged to participate by using KCC Facebook and Twitter channels, an article in KCC's residents' e-newsletter and a link was sent to 3037 registered users on Let's talk Kent. Below is a link to the consultation and equality impact assessment: [School Term Dates for 2024/25 | Let's talk Kent](#)

The consultation webpage was visited 1670 times. 335 responses were received with 114 respondents agreed to the proposal, 204 disagreed for varying reasons, 15 left no response and 2 were undecided.

Of the responses received to the proposed term dates for 2024-25, which consisted of parents, carers, Headteachers and teachers; school governors, early years settings, other Local Authority, grandparents, local businesses and employers.

Consequently, although the consultation received more comments disagreeing with the proposed dates, when the responses were analysed there were varying reasons for the disagreement. It is recommended that as 114 people supported the proposed dates in 2024-25,

Equalities Impact Assessment

The EqIA has been reviewed again following the consultation and no updates were required.

Financial Implications

There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

Legal implication

If we do not determine the term dates, the LA will not be meeting its statutory obligation.

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

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on 16 May 2023.

Any alternatives considered and rejected:

All alternatives were presented to the CYPE Cabinet Committee on 16 May 2023.

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

.....
signed

.....
date

This page is intentionally left blank

EQIA Submission – ID Number

Section A

EQIA Title

Community and Voluntary Controlled School Term Dates 2024 -25

Responsible Officer

Louise Dench - CY CDO (Corporate Director's Office)

Type of Activity**Service Change**

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

Setting the term dates for community and voluntary controlled schools, by the local authority (LA)

Accountability and Responsibility**Directorate**

Children Young People and Education

Responsible Service

Education

Responsible Head of Service

Ian Watts - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

Term dates and holidays, in England, are set:

- for community and voluntary controlled schools, by the local authority (LA)
- for foundation, voluntary aided schools, academies and free schools by the governing body.

The Education (School Day and School Year) (England) Regulations 1999 (SI 1999 No. 3181) require schools to have at least 380 half-day sessions (190 days) in each school year, beginning with the first term to start after July. This is consistent with the 195 days a year required by a teacher's statutory conditions of service: the additional five days are for in-service training.

The government's policies to promote academies and free schools will mean that increasingly school governing bodies will be determining the school term dates for their schools.

The proposed calendar will be considered by Children's, Young People and Education Cabinet Committee and following this the responsible Cabinet Member will take the final decision. Following the consultation and approval the agreed school term dates calendar for 2024-25 will be published.

The term dates aim to ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full-time basis by providing term dates for all Kent maintained schools to provide a co-ordinated service.

One of our key challenges in Kent is to improve attendance to at least that of the national average. A strong focus of Education and Young People's Strategic Plan (Vision and Priorities for

Improvement 2018-21) is to promote regular school attendance. To support this priority KCC consults with schools and other parties including VSK, Kent Youth Council, children centres, parents and carers, unions, religious groups and other interested parties to provide a co-ordinated and agreed set of future term dates for all Kent's family of schools.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

Yes, conversations have been ongoing with other LAs to ensure that the term dates are co-ordinated prior to going out to consultation.

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

Yes

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

Staff/Volunteers

Residents/Communities/Citizens

Residents/communities/citizens

Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?

Yes

Details of Positive Impacts

The positive impacts to setting the term dates for 2024-25 are that parents and carers will have the opportunity to plan to ensure that their children do not miss school, as they will be well advised of the term dates.

Early setting of term dates will allow good management of school transport to ensure that school children reach their destination on time and help parents with learning disabilities / disabled parents who have support in caring for young people plan their days accordingly. This will positively impact on children with disabilities or SEN and their families, who sometimes require consistent travel arrangements, longer travel time, specially adapted vehicles and/or an escort. The consultation will be circulated to all schools including special schools. Following the close of the consultation a further assessment will take place.

Historically and to date, the term dates are based around the Christian calendar (Christmas, Easter, Whitsun) this impacts positively as most of the school holidays include bank holidays which enables families to spend time together to worship and celebrate the festivities.

As many festivals for other religions are held over the Summer holiday period respondents agreed that the longer summer break allows communities to come together to worship and celebrate the festivities.

Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
Yes
Details of negative impacts for Sex
<p>From the information received from PIAS and Fair Access the reasons for children missing education / absences from school cannot be linked to the timings of the term dates as various reasons were given and not one contributing factor prevailed. COVID has impacted the attendance data for various reasons and cannot be used to base true analysis on as the reasons for not attending school may not exist moving forward. E.G self-isolation, fear of the pandemic.</p> <p>From the Equality data available, it showed that whilst females in year 11 were the most likely to miss education, there was not a singular contributable reason as to why, however absences due to heightened anxiety about the possibility of poor performance in GCSE exams featured quite highly. Schools can be helped to offer the right support to these students and reduce absences.. Most children missing education are female and White English again there are no attributing facts as to why this is.</p>
Mitigating actions for Sex
There is no evidence to suggest the proposed term dates will improve this behaviour but it is hoped that the reduction of part weeks will discourage pupils from missing school.
Responsible Officer for Sex
Louise Dench
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No

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

Proposed

School Term dates for 2024-25

Standard School Year 2024/25 based on 6 terms with additional INSET days:

Term	School Days	Start Date	End Date	Bank holidays which fall within the term
1	40 days	02/09/24	25/10/24	
2	35 days	04/11/24	20/12/24	
3	30 days	06/01/25	14/02/25	
4	30 days	24/02/25	04/04/25	
5	23 days	22/04/25	23/05/25	5/05/2025
6	37 days	02/06/25	22/07/25	

INSET/ Non-contact days for teachers:

Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours or use a mixture of additional hours and non-contact days.

Bank Holidays

26 August 2024 - August Bank Holiday
25 December 2024 - Christmas Day
26 December 2024 - Boxing Day
1 January 2025 - New Year's Day
18 April 2025 - Good Friday
21 April 2025 - Easter Monday
5 May 2025 - May Day
26 May 2025 - Late May Bank Holiday
25 August 2025 - August Bank Holiday

Proposed

August 2024						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2025						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2025						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2025						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			




August 2025						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

INSET/ Non-contact days for teachers:
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

2024/25

Standard School
 Year based on
 6 terms with
 additional INSET
 days

- Term 1 40 days 02/09/24 - 25/10/24**
- Term 2 35 days 4/11/24 - 20/12/24**
- Term 3 30 days 06/01/25 - 14/02/25**
- Term 4 30 days 24/02/25 - 04/04/25**
- Term 5 23 days 22/04/25 - 23/05/25**
- Term 6 37 days 02/06/25 - 22/07/25**

	School day
	School holiday
	Bank holiday

From: Sue Chandler, Cabinet Member for Integrated Children's Services.
Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee - 16th May 2023

Subject: 23/00035 Care Leavers Covenant

Past Pathway of Report: Corporate Parenting Panel

Future Pathway of Report: Cabinet and County Council

Classification: Unrestricted

Summary: This is a proposal for Kent County Council to become signatories of the Care Leavers Covenant. As part of this process, the 18+ Care Leavers Service have sought the views of the Young Adult Council, who are in support of this.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to Cabinet on the proposed decision to:

- (a) That KCC becomes a signatory to the Care Leavers Covenant
- (b) To delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services and impacted Portfolio holders, to take other relevant actions as necessary to implement the decision.

1. Introduction to the Care Leavers Covenant

- 1.1 The Care Leavers Covenant was established in 2016, run by Spectra on behalf of the Department for Education. It is a national inclusion programme which supports care experienced young people to live independently.
- 1.2 The Care Leavers Covenant is accessible to both private and public companies and agencies e.g., charities, businesses, and Local Authorities, to sign up and commit to providing opportunities to care experienced young adults.
- 1.3 Should Kent County Council become a signatory, they would take a 'whole council approach' in supporting the needs and progress of the young adults they are a Corporate Parent for. This means the whole of KCC will accept responsibility for its support provided to our young adults who are Care Leavers. As of 20th March 2023, we have 2051 young adult care leavers aged 18-25 years. "Under the Government's principles for corporate parenting all departments in local authorities are asked to recognise their role as a corporate

parent and to look at the support and service they provide for care leavers”. An example of this, is asking that all departments appoint a Care Leaver champion, who can represent their departments and make decisions around potential pledges and opportunities for our care experienced young adults.

1.4 The ‘mission’ of the Care Leavers Covenant is to set out five outcomes which it asks those signing up to make commitments and pledges to, so young adults who are care experienced:

- Are better prepared to live Independently
- Have improved access to Education, Employment and Training
- Experience stability in their lives and feel secure
- Have improved access to health support
- Achieve financial stability

1.5 Specific to the whole council approach is the following five-part strategy:

- Awareness raising across all directorates within KCC, partner agencies and local businesses/organisations
- Council tax exemptions
- Training and employment opportunities both within the Local Authority and externally
- Social value policy
- Economic development

2. Background

2.1 The 18+ Care Leavers Service is looking to develop a range of practical support available to care experienced young adults across a range of dimensions; to help with developing and promoting their independent life skills.

2.2 By encouraging this, the ‘whole local authority’ or ‘whole council approach’ will help put care experienced young adults at the centre of KCC’s recruitment, training, and work experience opportunities. This will eventually become more than an Integrated Children’s Services responsibility, but every directorate will be committing to our young people, helping them find and develop to their full potential.

2.3 KCC already have several initiatives supporting its care leavers which constitutes the working commitments contributing to the initiatives one would expect to see as a signatory to the Care Leavers Covenant. An example of these initiatives are our Council Tax offer and Rent Guarantor Scheme and the provision of Apprenticeships¹.

2.4 KCC’s 18+ Care Leavers Services’ Local Offer is an example of how KCC are close to meeting the commitments expected as a signatory to the Care Leavers Covenant. However, this must go beyond the confines of Integrated Children’s

¹ Currently, apprenticeships have been mainly limited to the 18+ Care Leavers Service and the Virtual School Kent.

Services if we are to achieve the commitment needed in the signing up to the Covenant.

3. What this means and Implications for KCC Services:

- 3.2 For the Council, adoption of the Care Leaver Covenant is a commitment to the principles of accepting a whole council approach to Corporate Parenting on behalf of all departments across the Local Authority. In practice this may mean being part of a process that reviews such things as the Local Offer and helps the Children in Care and Care Leavers service improve its offer to Care Leavers and provides the political ambition and authority to do so.
- 3.3 For Elected Members, the signing of the Care Leaver Covenant is a confirmation of their political commitment to be the best corporate parents they can be for our Children in Care and Care Leavers. It will secure individual responsibility and accountability to be part of a process that looks at how they can individually contribute to the collective response and act as champions for care leavers when making decisions about the direction of the Local Authority. In practical terms this may mean championing care leavers causes with other organisations using their political influence, such as with the District Borough Councils for housing needs or Health Authorities. This individual Member responsibility sits alongside the established Executive responsibility and accountability for the Strategic management and policy decision-making for the relevant services across the Cabinet portfolios.
- 3.4 For Officers, it means promoting the Care Leaver Covenant across all KCC departments and identifying how they can provide meaningful opportunities and improved life chances for children in care and care leavers for whom the Local Authority is the Corporate Parent. This could include work experience, mentoring or apprenticeships across all departments.
- 3.5 For KCC services, it means identifying Care Leaver Champions within each service, who can coordinate opportunities and pledges of support, to liaise with the 18+ Care Leavers Service as a central point, to be able to match young adults to those opportunities available. All KCC services would need to actively promote their role as a Corporate Parent and ensure priority is given to care leavers for any opportunities within their departments. For example, giving priority to care leavers for apprenticeships and providing additional support to them with interviews for job opportunities. KCC already have in place, priority interviews for our care leavers, where they are appropriately qualified or experienced for the job vacancy. Signing up to the Covenant, would mean all services going the extra mile as a Corporate Parent to secure opportunities for our young adults to support them to reach their full potential. The coordination of the offers as part of the Care Leavers Covenant will be managed and overseen by the Heads of Service and leadership team within the 18+ Care Leavers Service. The service has two specialist Education, Training and Employment (ETE) workers, so there will be no additional staff resource required for the coordination and implementation of this work.
- 3.6 A recommendation for the whole council approach would be for Elected Members, Senior Leaders, and Officers, to form a cross department working group to address the recommendations in the Care Leavers Covenant guide

and expand our existing Care Leavers Local Offer to include all KCC departments.

- 3.7 Where significant service developments or changes in future are proposed or developed in response to activity progressed under the Covenant, normal decision-making process would be required to consider and approve them before any implementation.

4. Care Leaver Covenant Feedback from our young people

- 4.1 At the Young Adult Council (YAC) meeting on Thursday 7th April 2022, there was a general agreement that Kent County Council should sign up to the Care Leavers' Covenant. Several young adult members were surprised KCC was not already a signatory, saying things like, 'Why aren't we a part of this already?'
- 4.2 The group liked the idea that by signing up, the council would be making a 'whole' council promise and further emphasising that everyone who works for KCC has a Corporate Parenting responsibility. They also thought that it was a good way to hold the Local Authority to account and ensure that promises to care leavers are clear and transparent.
- 4.3 The young people were shown the briefing document and looked at the Care Leavers Covenant website. In addition to looking at the opportunities available to care leavers on the website, they also discussed what it would mean for Kent County Council to support the Covenant with the '5 Part Strategy'.
- 4.4 Quotes from our young adults:
- *'Everyone in KCC should have the same priorities and be following the same obligations to support care leavers. It's then less limiting to us as care leavers if every team is treating us the same'*
 - *'Everyone has responsibility for care leavers and this commitment would make us feel valued'*
 - *'Services like Transport could be doing more for care leavers with bus and train passes and making them more available for care leavers.'*
 - *'More care experienced staff in KCC mean that children in care will have more faith in services'*
 - *'Young care leavers don't always have the same network as other young people to help them into work; the council should be helping us instead'*
 - *'Other services should prioritise care leavers too such as children's centres and youth centres.'*
 - *'We need to make sure that everyone is aware of care leaver entitlements, and we need to make sure that ALL staff know what it means to be a child in care or care leaver'*
 - *"Signing up to the covenant shows a care experienced young person that they are important, taken seriously and have opportunities."*
- 4.5 YAC expressed that KCC is already taking some great steps to support care leavers but a signed commitment for a 'whole council approach' would allow 18+ Care Leavers Service to challenge other departments within KCC and go to Local Businesses to secure support from them too. All agreed that there should be more apprenticeships, work experience opportunities and job roles for care leavers across KCC and not restricted to children's services. They thought it

was important that services were actively seeking to recruit care leavers and thinking about how best to support them to be successful. They also thought there should be more career progression opportunities for care leavers after their apprenticeship or first role within KCC.

5. Financial Implications

- 5.1 There are no financial implications for the delivery of the services that will implement the covenant, it will not require any additional staff resource. One of the aims of the covenant is to improve the financial security for care leavers, by maximising their opportunities to secure employment.
- 5.2 As per the overview, subsequent service development arising from the activity under the Covenant would be subject to separate decision-making with full consideration of any relevant financial implications.

6. Legal Implications

- 6.1 There are no specific legal implications, the Care Leavers Covenant will give a framework to KCC by which to formalise the opportunities it offers to our young adults who are care experienced. It is not a statutory legal requirement or obligation for the organisation to be a signatory to the covenant. If agreed, this would become part of the Care Leavers Local Offer, which is a published document as part of our Corporate Parenting Responsibilities.
- 6.2 As per the overview, subsequent service development arising from the activity under the Covenant would be subject to separate decision-making with full consideration of any relevant legal implications.

7. EQIA

- 7.1 The proposed Care Leavers Covenant will have positive impact across all protected characteristics as it will provide a firm declaration and commitment from KCC to adoption of “whole council approach” to promote inclusive approach for care experienced young adults for their economic growth and independence, community cohesion and overall wellbeing.
- 7.2 It is anticipated that this proposal will not have any adverse negative impact on the protected characteristics of our children in care and care leavers that KCC have responsibility for and aim to promote overall fairness.

8. Data Protection implications

- 8.1 The DPO confirmed that this decision did not require a DPIA.

9. Next Stages if KCC agree to a “Whole council approach”

- Awareness raising across both the Local Authority and partner authorities such as District Councils, health authorities and the DWP. The development of a network of champions across all departments for care experienced adults.
- Exploring Council Tax exemptions, with the 12 District Councils to achieve an exemption for all Kent care leavers up to the age of 25 years, as Medway are now offering this to all care leavers living within their boundary. Kent currently only has one district council who have a council tax offer for Kent Care leavers aged 22-25 years, which is the Folkestone and Hythe district. The aim would be to get the agreement from all 12 districts. Currently KCC pays the council tax on behalf of our Kent care experienced young adults, where there is a liability up to the age of 21 years.
- Training and employment opportunities within both the Local Authority and with commissioned services and local businesses. Including offers within the Social Value aspects of contracts, to ensure that meaningful offers of work, apprenticeship, internships, and work experience for care leavers are a standard part of procurement practices.
- Economic development with local employer groups and other partners to set and meet ambitious targets to increase the number, range and take up of Employment, Education and Training opportunities for care leavers. KCC could host annual, social-value events for local businesses aimed at connecting them to our young adults and promotion of the Care Leaver Covenant.
- Working together to enhance local offers and joining to promote and roll out the Care Leaver Covenant will further develop and strengthen the ‘universal family’. This will ensure that care leavers can say to us that they enjoyed, and had their lives improved, by their experiences and that we can say to ourselves, at the very least, we did what we would do for our own children.

10. Conclusion

- 10.1 KCC has one of the largest care leaver populations in the country with over 2,000 young adults aged 18-25 years who are care experienced. The Covenant gives a clear framework developed collaboratively with young people to prioritise which support is best for them. By signing this Covenant, KCC will provide a clear declaration of its commitment to our care leavers and increase the access to opportunities across the full spectrum of KCC departments.
- 10.2 KCC becoming a signatory will provide the 18+ Care Leavers Service with an opportunity to talk to partners and local businesses to ask them to offer similar commitments and opportunities to KCC’s care leavers which would help improve the lives of our young adults. It is more difficult to get further signatories and commitments, all the time KCC are not signed up to the Covenant.

- 10.3 The signing of the covenant is about formalising our current offers, by promoting the Care Leaver Covenant across all KCC departments and identifying how they can provide meaningful opportunities and improved life chances for children in care and care leavers for whom the Local Authority is the Corporate Parent. This may include work experience, mentoring or apprenticeships across all departments. KCC already gives priority interviews for apprenticeships and job vacancies to care leavers – we are not asking for this to change, rather promoting this across KCC asking members to support taking a “whole council approach” and the signing of the covenant formalising our existing Local Offer.
- 10.4 It is recommended that KCC becomes a signatory to the Care Leaver Covenant because it will confirm its commitment to the young people for whom it is a Corporate Parent. This has been endorsed by the Corporate Parenting Panel on 27th July 2022.

11. Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to Cabinet on the proposed decision to:

- (a) That KCC becomes a signatory to the Care Leavers Covenant
- (b) To delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children’s Services and impacted Portfolio holders, to take other relevant actions as necessary to implement the decision.

12. Background Documents

Appendix 1 – PROD

Appendix 2 - EqIA

Appendix 3 - Care Leavers Covenant - A whole Council Approach

Appendix 4 - Social Value Toolkit

13. Contact details

Report Author:

Caroline Smith
Assistant Director, Corporate Parenting
03000 415 091
Caroline.smith@kent.gov.uk

Relevant Director:

Kevin Kasaven
Director of County Services, Integrated
Childrens Services 03000 416334
Kevin.kasaven@kent.gov.uk

Nimesh Patel
Head of Service (North/West)
18+ Care Leavers Service
03000 416 204
Nimesh.Patel@kent.gov.uk

Mark Weinel
Head of Service (South/East)
18+ Care Leavers Service
03000 410 956
mark.weinel@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Cabinet

DECISION NO:

23/00035

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

Key decision: YES / NO

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

Care Leavers Covenant

Decision:

Cabinet, agree to:

- (a) KCC becomes a signatory to the Care Leavers Covenant
- (b) To delegate authority to the Corporate Director of Children, Young People and Education, in consultation with the Cabinet Member for Integrated Children's Services and impacted Portfolio holders, to take other relevant actions as necessary to implement the decision

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

The Care Leavers Covenant was established in 2016, run by Spectra on behalf of the Department for Education. It is a national inclusion programme which supports care experienced young people to live independently.

The Care Leavers Covenant is accessible to both private and public companies and agencies e.g., charities, businesses, and Local Authorities, to sign up and commit to providing opportunities to care experienced young adults.

For the Council, adoption of the Care Leaver Covenant is a commitment to the principles of accepting a whole council approach to Corporate Parenting on behalf of all departments across the Local Authority. In practice this may mean being part of a process that reviews such things as the Local Offer and helps the Children in Care and Care Leavers service improve its offer to Care Leavers and provides the political ambition and authority to do so.

For Elected Members, the signing of the Care Leaver Covenant is a confirmation of their political commitment to be the best corporate parents they can be for our Children in Care and Care Leavers. It will secure individual responsibility and accountability to be part of a process that looks at

how they can individually contribute to the collective response and act as champions for care leavers when making decisions about the direction of the Local Authority.

For Officers, it means promoting the Care Leaver Covenant across all KCC departments and identifying how they can provide meaningful opportunities and improved life chances for children in care and care leavers for whom the Local Authority is the Corporate Parent. This could include work experience, mentoring or apprenticeships across all departments.

For KCC services, it means identifying Care Leaver Champions within each service, who can coordinate opportunities and pledges of support, to liaise with the 18+ Care Leavers Service as a central point, to be able to match young adults to those opportunities available. All KCC services would need to actively promote their role as a Corporate Parent and ensure priority is given to care leavers for any opportunities within their departments.

Financial Implications

There are no financial implications for the delivery of the services that will implement the covenant, it will not require any additional staff resource. One of the aims of the covenant is to improve the financial security for care leavers, by maximising their opportunities to secure employment.

As per the overview, subsequent service development arising from the activity under the Covenant would be subject to separate decision-making with full consideration of any relevant financial implications.

Legal implications

There are no specific legal implications, the Care Leavers Covenant will give a framework to KCC by which to formalise the opportunities it offers to our young adults who are care experienced. It is not a statutory legal requirement or obligation for the organisation to be a signatory to the covenant. If agreed, this would become part of the Care Leavers Local Offer, which is a published document as part of our Corporate Parenting Responsibilities.

As per the overview, subsequent service development arising from the activity under the Covenant would be subject to separate decision-making with full consideration of any relevant legal implications.

Equalities implications

The proposed Care Leavers Covenant will have positive impact across all protected characteristics as it will provide a firm declaration and commitment from KCC to adoption of “whole council approach” to promote inclusive approach for care experienced young adults for their economic growth and independence, community cohesion and overall wellbeing.

It is anticipated that this proposal will not have any adverse negative impact on the protected characteristics of our children in care and care leavers that KCC have responsibility for and aim to promote overall fairness.

Other Alternatives Considered and risks if decision is not taken.

Data Protection implications

The DPO confirmed that this decision did not require a DPIA

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee will consider the decision on 16 May 2023

Any alternatives considered and rejected:

KCC has one of the largest care leaver populations in the country with over 2,000 young adults aged 18-25 years who are care experienced. The Covenant gives a clear framework developed

collaboratively with young people to prioritise which support is best for them. By signing this Covenant, KCC will provide a clear declaration of its commitment to our care leavers and increase the access to opportunities across the full spectrum of KCC departments.

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

.....
signed

.....
date

This page is intentionally left blank

EQIA Submission – ID Number

Section A

EQIA Title

Care Leavers Covenant

Responsible Officer

Nimesh Patel - CY SCS

Type of Activity**Service Change**

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility**Directorate**

Children Young People and Education

Responsible Service

18+ Care Leaving Service/Corporate Parenting of Integrated Children's Services

Responsible Head of Service

Nimesh Patel - CY SCS

Responsible Director

Caroline Smith - CY SCS

Aims and Objectives

This is a proposal for Kent County Council to become signatory of the Care Leavers Covenant. As part of this process, the 18+ Care Leavers Service have sought the views of the Young Adult Council and Corporate Parenting Panel, who are in support of this.

The Care Leavers Covenant was established in 2016, run by Spectra on behalf of the Department for Education. It is a national inclusion programme which supports care experienced young people to live independently.

The Care Leavers Covenant is accessible to both private and public companies and agencies e.g., charities, businesses, and Local Authorities, to sign up and commit to providing opportunities to care experienced young adults.

Should Kent County Council become a signatory, they would take a 'whole council approach' in supporting the needs and progress of the young adults they are a Corporate Parent for. This means the whole of KCC will accept responsibility for its support provided to our young adults who are Care Leavers. As of 20th March 2023, we have 2051 young adult care leavers aged 18-25 years. "Under the Government's principles for corporate parenting all departments in local authorities are asked to recognise their role as a corporate parent and to look at the support and service they provide for care leavers". An example of this, is asking that all departments appoint a Care Leaver champion who can represent their departments and make

decisions around potential pledges and opportunities for our care experienced young adults.

The 'mission' of the Care Leavers Covenant is to set out five outcomes which it asks those signing up to make commitments and pledges to, so young adults who are care experienced:

- Are better prepared to live Independently
- Have improved access to Education, Employment and Training
- Experience stability in their lives and feel secure
- Have improved access to health support
- Achieve financial stability

At the Young Adult Council (YAC) meeting on Thursday 7th April 2022, there was a general agreement that Kent County Council should sign up to the Care Leavers' Covenant.

The group liked the idea that by signing up, the council would be making a 'whole' council promise and further emphasising that everyone who works for KCC has a Corporate Parenting responsibility. They also thought that it was a good way to hold the Local Authority to account and ensure that promises to care leavers are clear and transparent.

The young people were shown the briefing document and information available on the Care Leavers Covenant website. In addition to looking at the opportunities available to care leavers on the website, they also discussed what it would mean for Kent County Council to support the Covenant with the '5 Part Strategy'.

YAC expressed that KCC is already taking some great steps to support care leavers but a signed commitment for a 'whole council approach' would allow 18+ Care Leavers Service to challenge other departments within KCC and go to Local Businesses to secure support from them too. All agreed that there should be more apprenticeships, work experience opportunities and job roles for care leavers across KCC and not restricted to children's services. They thought it was important that services were actively seeking to recruit care leavers and thinking about how best to support them to be successful. They also thought there should be more career progression opportunities for care leavers after their apprenticeship or first role within KCC.

KCC has one of the largest care leaver populations in the country with over 2,000 young adults aged 18-25 years who are care experienced. The covenant gives a clear framework developed collaboratively with young people to prioritise which support is best for them. By signing this Covenant, KCC will provide a clear declaration of its commitment to our care leavers and increase the access to opportunities across the full spectrum of KCC departments.

KCC becoming a signatory will provide the 18+ Care Leavers Service with an opportunity to talk to partners and local businesses to ask them to offer similar commitments and opportunities to KCC's care leavers which would help improve the lives of our young adults. It is more difficult to get further signatories and commitments, all the time KCC are not signed up to the Covenant.

It is recommended that KCC becomes a signatory to the Care Leaver Covenant because it will confirm its commitment to the young people for whom it is a Corporate Parent. This has been endorsed and AGREED by the Corporate Parenting Panel on 27th July 2022.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes
It is possible to get the data in a timely and cost effective way?
Yes
Is there national evidence/data that you can use?
Yes
Have you consulted with stakeholders?
Yes
Who have you involved, consulted and engaged with?
<p>Consultation has taken place with the following services, meetings, and personnel:</p> <p>Care experienced service users of Young Adults Council (YAC), Service Managers, 18+ Care Leavers Service, Senior Managers in CYPE, DivMT meeting, CMT meeting, Members in Corporate Parenting Panel External organisation such as Spectra</p>
Has there been a previous Equality Analysis (EQIA) in the last 3 years?
No
Do you have evidence that can help you understand the potential impact of your activity?
Yes
Section C – Impact
Who may be impacted by the activity?
Service Users/clients Service users/clients
Staff Staff/Volunteers
Residents/Communities/Citizens Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
<p>For the Council, adoption of the Care Leaver Covenant is a commitment to the principles of accepting a whole council approach to Corporate Parenting on behalf of all departments across the Local Authority. In practice this may mean being part of a process that reviews such things as the Local Offer and helps the Children in Care and Care Leavers service improve its offer to Care Leavers and provides the political ambition and authority to do so.</p> <p>For Elected Members, the signing of the Care Leaver Covenant is a confirmation of their political commitment to be the best corporate parents they can be for our Children in Care and Care Leavers. It will secure individual responsibility and accountability to be part of a process that looks at how they can individually contribute to the collective response and act as champions for care leavers when making decisions about the direction of the Local Authority. In practical terms this may mean championing care leavers causes with other organisations using their political influence, such as with the District Borough Councils or Health Authorities.</p> <p>For Officers, it means promoting the Care Leaver Covenant across all KCC departments and identifying how they can provide meaningful opportunities and improved life chances for children in care and care leavers for whom the Local Authority is the Corporate Parent. This could include work experience, mentoring or</p>

apprenticeships across all departments.

For KCC services, it means identifying Care Leaver Champions within each service, who can coordinate opportunities and pledges of support, to liaise with the 18+ Care Leavers Service as a central point, to be able to match young adults to those opportunities available. All KCC services would need to actively promote their role as a Corporate Parent and ensure priority is given to care leavers for any opportunities within their departments. For example, giving priority to care leavers for apprenticeships and providing additional support to them with interviews for job opportunities. KCC already have in place, priority interviews for our care leavers, where they are appropriately qualified or experienced for the job vacancy. Signing up to the Covenant, would mean all services going the extra mile as a Corporate Parent to secure opportunities for our young adults to support them to reach their full potential. The coordination of the offers as part of the Care Leavers Covenant will be managed and overseen by the Heads of Service and leadership team within the 18+ Care Leavers Service. The service has two specialist Education, Training and Employment (ETE) workers, so there will be no additional staff resource required for the coordination and implementation of this work.

A recommendation for the whole council approach would be for Elected Members, Senior Leaders, and Officers, to form a cross department working group to address the recommendations in the Care Leavers Covenant guide and expand our existing Care leavers Local Offer to include all KCC departments.

Financial Implications: -

There are no financial implications for the delivery of the services that will implement the covenant, it will not require any additional staff resource. One of the aims of the covenant is to improve the financial security for care leavers, by maximising their opportunities to secure employment.

Legal Implications: -

There are no specific legal implications, the Care Leavers Covenant will give a framework to KCC by which to formalise the opportunities it offers to our young adults who are care experienced. It is not a statutory legal requirement or obligation for the organisation to be a signatory to the covenant. If agreed, this would become part of the Care Leavers Local Offer, which is a published document as part of our Corporate Parenting Responsibilities.

Analysis:

The proposed Care Leavers Covenant will have positive impact across all protected characteristics as it will provide a firm declaration and commitment from KCC to adoption of “whole council approach” to promote inclusive approach for care experienced young adults for their economic growth and independence, community cohesion and overall wellbeing.

It is anticipated that this proposal will not have any adverse negative impact on the protected characteristics of our children in care and care leavers that KCC have responsibility for and aim to promote overall fairness.

Negative impacts and Mitigating Actions

19.Negative Impacts and Mitigating actions for Age

Are there negative impacts for age?

No

Details of negative impacts for Age

Not Applicable

Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No
Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation

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



READY WHEN YOU ARE

A WHOLE COUNCIL APPROACH STRATEGY

Photograph by Nelson Douglas





1. INTRODUCTION

1.1 This guide is aimed at members of the Society of Local Authority Chief Executives and Senior Managers (SOLACE). It offers an overview of the Care Leaver Covenant and sets out ways in which local authorities can support the Covenant and improve outcomes for care leavers. It makes a series of recommendations based on best practice from across the country (these are in bold and marked with an arrow).

1.2 The Care Leaver Covenant is being managed by Spectra First¹ on behalf of the Department for Education (DfE). The Covenant has been developed in consultation with Mark Riddell, the DfE's National Implementation Adviser for Care Leavers. In creating the CLC strategic plan, Spectra First also worked closely with Chief Executives and Directors of Children's Services from six champion local authorities: Doncaster Metropolitan Borough Council & Doncaster Children's Services Trust, City of Wolverhampton Council, Leeds City Council, London Borough Council of Lewisham, Somerset County Council and Staffordshire County Council.

1.3 Spectra First has developed good links with local authority chief executives, initially through a former SOLACE President, and subsequently through the current SOLACE president. A business-development case was provided to SOLACE at its national conference in October 2018.

2. WHAT IS THE CARE LEAVER COVENANT?

2.1 The Covenant is a government initiative borne out of Keep on Caring, the care leaver strategy 2016². It seeks to create practical, specific offers, by organisations in the public, private and voluntary sectors, to support care leavers aged 16-25 in living independently. It was developed through a process of listening to the voices of care-experienced individuals in various fora. Spectra First is contracted to manage the Covenant by linking care leavers to the offers which include: discounts, financial support, exemptions, personal development, workshops, training, work experience, apprenticeships and internships. This is achieved through supporting organisations in signing the Covenant, and raising the awareness of local authorities and voluntary sector organisations working with care leavers. The existing contract for the Care Leaver Covenant runs to early 2020 and the Department is now planning for arrangements beyond then.

¹Spectra First Limited is a private limited company, based in Wolverhampton, that was chosen by the Department for Education (by competitive tender) as the delivery partner for the Care Leaver Covenant.

²*Keep on caring: supporting young people from care to independence*, Government policy paper, published 7 July 2016 – www.gov.uk/government/publications/keep-on-caring-supporting-young-people-from-care-to-independence/

2.2 The ‘mission’ of the Covenant is to promote five key outcomes, in order that care leavers:

- **are better prepared to live independently;**
- **have improved access to employment, education and training;**
- **experience stability in their lives and feel safe and secure;**
- **have improved access to health support;**
- **achieve financial stability.**

However, there is an overarching ambition at the heart of the Covenant: namely, for society – civic, civil and business – to be the lifelong ‘universal family’ to those who have not enjoyed the love and support that comes from having devoted birth parents to fall back on.

2.3 The DfE has set out five underpinning objectives which set out a vision for the Care Leaver Covenant:

- Care leavers aged 16-25 across England have access to a wide range of support and opportunities through the Covenant, wherever they live, to help them achieve the five outcomes.
- Local authorities and care leavers know and understand about the Covenant and what support care leavers can get from signatories.
- Personal Advisers, Independent Fostering Agencies, charities, and others working with care leavers and those about to become care leavers have the information they need about Covenant offers to help care leavers take advantage of the support offered.
- A wide range of businesses and charities across England sign up to make offers of support to care leavers that help them achieve the five outcomes.
- The Care Leaver Covenant is a recognised and valued brand, and the accepted framework, for designing and delivering exceptional interventions that enable care leavers to make a successful transition into independent living.

2.4 Information about the Covenant can be viewed on the website – www.my covenant.org.uk

- ★ **Local authorities could ensure that all relevant staff are aware of the Care Leaver Covenant website and app.**

3. THE ‘LOCAL OFFER’ AND THE COVENANT

3.1 Local authorities have a legal obligation to support care leavers. Under the Children & Social Work Act 2017, they are required to publish a ‘local offer’ setting out what services are available in their area to support care leavers. Under the Government’s principles for corporate parenting *all* departments in local authorities are asked to recognise their role as corporate parents, and to look at the support and services they provide for care leavers. Some local authorities are leading the way in changing the membership and focus of the Corporate Parenting Board to increase its effectiveness in improving outcomes.



3.2 As part of their review of current practice, local authorities are strongly encouraged to engage with the Covenant. Currently, only a few have done so. Unlike the 'local offer', buying in to the Covenant is not a statutory requirement. Rather, it is a voluntary indication of a desire to do their utmost to fulfil their role as a corporate parent to care leavers. The Covenant encourages local authorities to follow good practice in offering additional discretionary services in line with the recommendations of the National Implementation Adviser for Care Leavers.

- ★ **All local authorities could 'buy in' to the Care Leaver Covenant as a mechanism for enhancing their 'local offer'.**

4. AWARENESS-RAISING IN LOCAL AUTHORITIES

4.1 Personal advisers have a role in providing support for care leavers until they are 25. Many local authorities have realised that it is important to be proactive in reaching out to care leavers to make sure that they are fully aware of the local offer. Local authority staff and others working with care leavers are urged to make them aware of the website and especially the Covenant App. In order to take advantage of the Covenant offers, care leavers must register by downloading the App. The App lists opportunities across the country in six categories, but the vast majority focus on education, training and employment. This strategy presupposes that personal advisers have regular meetings with care leavers in their area at which Covenant opportunities could be discussed.

- ★ **All local authorities could ensure that staff working with care leavers are aware of the Covenant and the benefits offered.**

5. COUNCIL TAX EXEMPTIONS

5.1 A very direct way in which many councils (over 50 per cent) have sought to help care leavers to live independently is to recognise their vulnerability by offering council tax exemptions up to the age of 25. Given the financial constraints on councils this may be difficult for all councils to offer. Nevertheless, it remains a powerful means of supporting care leavers in gaining the financial stability which underpins successful independent living.

- ★ **All local authorities, as good corporate parents, are encouraged to follow the lead of many in offering council tax exemptions to all care leavers up to the age of 25.**

6. TRAINING AND EMPLOYMENT OPPORTUNITIES WITH THE LOCAL AUTHORITY

6.1 The national picture is that only 52% of care leavers are in education, employment or training (EET). Local authorities remain major employers in their area. They also work with SMEs to provide services, not least in maintaining the housing stock. Local authorities could be ambitious and aspire to helping 70-80% of care leavers to participate in EET.

6.2 One simple way that local authorities can improve their care leavers' EET rate is to provide ring-fenced and supported opportunities in the Council. For example, a dimension to Warwickshire County Council's Local Offer has been to ring-fence apprenticeships for care leavers within the Council. They currently have eight of their young people either working or about to start work within the Leaving Care Team, Participation Service and transformation team, including one young person who was an unaccompanied asylum-seeking child.

6.3 The purpose of the Covenant is to promote new opportunities for care leavers including the opportunity to gain work experience through internships. Internships vary greatly in duration, remuneration and progression opportunities. The Covenant is promoting internships for care leavers which would meet the following minimum criteria:

- Duration – they should last for a minimum of 12 weeks;
- Paid – they should ideally match, or exceed, the 'living wage' for the area;
- Support – they should involve some additional support measures, in particular, a mentor or workplace coach;
- Certified – they should have certification attached to the skills acquired;
- Progression – they should have the opportunity for progression into a real job opportunity, such as a guaranteed interview.

★ **Local authorities could revise their Social Value Policy to ensure that meaningful offers of work, apprenticeship, internships and work experience for care leavers are a standard part of procurement practices.**

7. SOCIAL VALUE POLICY

7.1 Under section 106 of the 1990 Town & Country Planning Act, agreements can be struck between developers and local authorities which are attached to planning permission. Public procurement can thus be used to secure social value. Under the Public Services (Social Value) Act 2012 (SVA) local authorities can consider social value as a criterion when judging tenders for services. In principle, local authorities could write in the requirement to offer internships to care leavers when making public sector contracts over £100,000.

7.2 In the National Social Value Themes Outcomes & Measures (TOMS) Framework 2018, a principal theme is promoting skills and meaningful employment. Proxy values are attached to social value benefits such as new posts, weeks of apprenticeships and work placements. Spectra First has supported two champion local authorities in reviewing and redrafting their social-value procurement rules to provide a new focus on care leavers. Spectra First is also working with ENGIE, a major national provider of services to local authorities, to develop a coordinated strategy for internships to form part of procurement.

★ **Local authorities could revise their Social Value Policy to ensure that meaningful offers of work, apprenticeship, internships and work experience for care leavers are a standard part of procurement practices.**



8. ECONOMIC DEVELOPMENT

8.1 Many local authorities have established significant relationships with SMEs in order to enhance economic growth. For example, the City of Wolverhampton has relationships with 300 SMEs. Cheshire has promoted their relationship with 65 SMEs willing to provide meaningful offers to the care-leaver population. Leeds City Council has an annual week focused on employer engagement, coupled with a comprehensive strategy. There appears to be a willingness in local companies to support care-experienced and other disadvantaged groups in their local community. Care leaving teams can work closely with regeneration and community development colleagues in the local authority to bring their local businesses into the ‘corporate family’.

- ★ **Local authorities could work with SMEs, local employer groups and other partners to set and meet ambitious targets to increase the number, range and take up of EET opportunities for care leavers.**
- ★ **Local authorities could host annual, social-value events for local businesses aimed (in part) at connecting them to the mission of the Care Leaver Covenant and creating an increased number of ‘offers’ to care leavers.**

9. WHOLE-LA APPROACH

9.1 It is clear from the first annual report of the National Implementation Adviser that the local authorities that have made most headway in improving outcomes for care leavers have adopted a ‘whole-LA approach’. This means accepting that responsibility for being a corporate parent does not solely reside with those people and departments that have ‘care leaver’ in their job descriptions. We would argue that cabinet members, senior leaders from the executive, including economic development should form a self-organising group to take the agenda set out in this paper forward.

- ★ **Local authorities could form a cross-department, working group to address the recommendations made in this guide.**

10. SUMMARY

10.1 Chief Executives are key influencers in the organisations they lead and across the partnerships and communities that they engage with. They also, with Leaders/Mayors and Lead Members for Children’s Services, form the vanguard of corporate parenting. The reach of SOLACE is extensive nationally, regionally and locally and Spectra First appreciates the huge contribution and value that councils’ senior leadership brings to ensuring that care leavers benefit from the love and support that is required for them to thrive and enjoy a purposeful and fulfilling adult life.

10.2 Working together to enhance local offers and joining together to promote and roll out the Care Leaver Covenant will further develop and strengthen the ‘universal family’. This will ensure that care leavers can say to us that they enjoyed, and had their lives improved, by their experiences and that we can say to ourselves, at the very least, we did what we would do for our own children.

Mark Rogers – Chair, Care Leaver Covenant Advisory Board

Martin Swales – UK President of Society of Local Executives (Solace)

Nigel Richardson – Member, Care Leaver Covenant Advisory Board

Matthew Gordon – Chief Executive, Spectra First



READY WHEN YOU ARE

Care Leaver Covenant
38-39 The Chubb Buildings
Fryer Street, Wolverhampton WV1 1HT

t: 0800 077 3557
e: info@mycovenant.org.uk
w: mycovenant.org.uk



[@careleavercov](https://twitter.com/careleavercov)



[mycovenant](https://www.instagram.com/mycovenant)

[#ReadyWhenYouAre](https://www.instagram.com/mycovenant)

SOCIAL VALUE TOOLKIT

A guide to supporting care leavers through procurement.



READY WHEN YOU ARE





1 FOREWORD

For any young person, moving into adulthood and starting to make their own way in the world can be extremely daunting and a huge learning curve.

Imagine how difficult it is for those young people that don't have the backing of a supportive family to help them along the way and to be there for them when things don't go to plan.

For young people that have grown up in the care system, leaving care and striking out on their own can be a massively challenging time. As corporate parents to care leavers, local authorities have a responsibility to make sure that these young people are as ready for the next stage of their lives as they possibly can be and continue to get support along the way.

But this responsibility shouldn't just sit with children's services and care providers. To be truly effective, the role of corporate parent should extend across the whole commonwealth of towns and cities and include partners across the private, public and voluntary sectors. Just imagine the range of opportunities that this could offer to vulnerable young people to help them feel valued and more prepared to take their first steps into independence.

Just having access to the same kind of opportunity and support that their peers have could make a huge difference to many young people and have a really positive impact on preparing them to live independently, achieve financial stability, give them practical and emotional support, help them to establish stability in their lives and be able to achieve their ambitions.

I am proud to be the first local authority champion of the Care Leaver Covenant and, in this role, I actively encourage colleagues in every council to engage with the Covenant and champion how it can improve outcomes for care leavers.

Please sign up to the Covenant and help care leavers navigate a path into further and higher education, employment and training and ultimately be able to live independently.

If you are wondering how your council can enhance its local offer, you will find lots of information in this document about developing a 'whole council' approach and forming partnerships with public, private and voluntary sector partners so young people can live settled, happy and successful lives.

Tom Riordan, CBE

Chief Executive, Leeds City Council
Care Leaver Covenant Champion

2 BACKGROUND AND CONTEXT

The Care Leaver Covenant is a programme developed under the Department for Education's (DfE) *Keep on Caring*¹ policy and it aims to improve outcomes for care leavers. It seeks to create practical, specific, offers by organisations in the public, private and voluntary sectors to support care leavers aged 16-25 in living independently. Whilst many councils have developed excellent local offers to support care leavers, we believe that the procurement process can provide many further opportunities to improve outcomes for care leavers.

2.1 CARE LEAVERS

A care leaver is a young person aged 16-25 who has been looked-after for at least 13 weeks in total since the age of 14. Those aged 16 or 17 are 'eligible' (still looked-after) or 'relevant' (no longer looked-after) children. Those aged 18-25 are 'former relevant children'. Compared with their peers, children in care face multiple challenges. They are more likely to underachieve in education, be lured into crime and suffer more emotional and health problems.

On leaving care, these young adults are three times more likely to be NEET and experience financial hardship. They are at a greater risk of homelessness, substance abuse and poor mental health and most will lack the social networks to support them in leading independent, fulfilling lives. The number of care leavers continues to rise whilst the negative impact on financially challenged councils grows ever larger. As corporate parents, councils must make a local offer to care leavers. But wider society – civic, civil and business - also has a duty to act as a 'lifelong family'.

2.2 THE CARE LEAVER COVENANT

To address these challenges, the 'mission' of the Covenant is to promote five key outcomes, so that care leavers:

- ★ are better prepared to live independently;
- ★ have improved access to employment, education and training;
- ★ experience stability in their lives and feel safe and secure;
- ★ have improved access to health support;
- ★ achieve financial stability.

The DfE has set out five underpinning objectives for the Covenant:

- Care leavers aged 16-25 across England have access to a wide range of support and opportunities through the Covenant, wherever they live, to help them achieve the five key outcomes.
- Councils and care leavers know about and understand the Covenant and what support care leavers can get from signatories.

- Personal advisers, independent fostering agencies, charities, and others working with care leavers and those about to become care leavers have the information they need in order to take advantage of covenant offers'.
- A wide range of businesses and charities across England sign up to make offers of support to care leavers that help them achieve the five key outcomes.
- The Care Leaver Covenant is a recognised and valued brand, and the accepted framework for designing and delivering exceptional interventions that enable care leavers to make a successful transition into independent living.

2.3 CROSS-GOVERNMENT SUPPORT

The Covenant is not just a DfE initiative. In an example of cross-departmental collaboration, the Department for Work and Pensions, the Ministry of Justice and the Ministry of Housing, Communities & Local Government are also involved. These departments have all signed the Care Leaver Covenant and reviewed their current policy and practices with a view to making them more 'care-leaver friendly', and impacting on one, or more, of the five key outcomes.

2.4 COVENANT IN ACTION

In 2018, Spectra First was appointed to manage the Covenant through encouraging organisations to sign the Covenant, supporting those organisations once they have signed the Covenant and raising the awareness of councils and voluntary sector organisations working with care leavers. Organisations signing the Covenant undertake to make an offer of support which addresses one or more of the five key outcomes. Ideas for Covenant offers of support were developed through a process of listening to the voices of care-experienced individuals in various events and workshops. The offers include: discounts, financial support, exemptions, personal development, workshops, training, work experience, apprenticeships and internships. During the first phase of the Covenant (up to the end of March 2020), Spectra First has focused on delivering:

- 270 organisations to sign the Covenant;
- 5,000 meaningful offers created for care leavers;
- 1,000 internships created for care leavers; and
- 152 councils with Children Services departments to support the Covenant

Spectra First and the Covenant have worked with six council Champions - Leeds, Doncaster, Lewisham, Somerset, Staffordshire and Wolverhampton - each of which has adopted a dynamic and progressive approach to developing their local offer for care leavers. These Champions use their powers and duties under the Public Services (Social Value) Act 2012 to consider care leavers' needs at the pre-procurement stage.

¹ DfE (2016) *Keep on caring: supporting young people from care to independence*

² The Covenant website address is www.mycovenant.org.uk

2.5 COUNCIL CASE STUDIES

City of York Council

has taken various actions to promote successful **independent living** for care leavers. This includes the “Pathway Life-Skills Toolkit” used by carers and key workers. ‘Staying put’ is an option for all care leavers and all those on residential placements outside of York are brought back before their 18th birthdays as part of the ‘Make York Home’ initiative. The option of a four-week stay in a ‘taster flat’ gives them the chance to experience independent living.

The Royal Borough of Greenwich

has worked with the charity MyBnk to ensure that care leavers get good quality **financial education** to assist them when they are moving into independent accommodation. A week-long, tailor-made money management course has helped them in sustaining tenancies.

Leeds City Council

has established a partnership with ENGIE (Places and Communities Division). The company volunteers have undertaken a range of projects to support **independent living and feeling secure** including: redecoration, paint donations, garden clearing, plumbing, joinery and DIY projects.

For the *London Borough of Islington* improving support for the mental **health** of care leavers is a key goal and they have facilitated weekly, drop-in health sessions with free counselling from a local mental health charity. The council has also appointed a specialist mental health social worker to support care leavers.

2.6 WHOLE-COUNCIL APPROACH

Councils have a legal obligation to support care leavers. Under the Children & Social Work Act 2017 they are required to publish a 'local offer' setting out what services are available in their area to support care leavers. This means accepting that their responsibility for being a corporate parent does not solely reside with those people and departments that have 'care leaver' in their job descriptions.

We would argue that cabinet members and councillors, as well as internal departments and teams such as economic development, social services, community investment, health, housing, corporate services and procurement teams should form a self-organising group to take the Covenant agenda forward. This would constitute a Whole Council Forum (WCF). Some councils are leading the way in changing the membership and focus of the Board to increase its effectiveness in improving outcomes for care leavers. In Telford and the Wrekin, the Council Leader has made sure that the Covenant has been included in the manifesto to ensure accountability in delivering key outcomes for care leavers

As part of their review of current practice, councils are strongly encouraged to engage with the Covenant. Unlike the 'local offer', signing the Covenant is not a statutory requirement for a council, rather, it is a voluntary indication of a desire to do its utmost to fulfil its role as a corporate parent to care leavers. The Covenant encourages councils to follow good practice in offering additional discretionary services. Establishing a WCF would enable an integrated response and for their procurement practices to be used to effectively create a range of new opportunities for care leavers.

In order to facilitate the establishment of a WCF in councils, Spectra First has worked with The Governance Forum on model terms of reference³ which can be found at www.thegovernanceforum.com

The Local Government Association has published guidance for councils on care leavers which makes strong references to the role of the Covenant⁴. The guidance sets out a number of lines of enquiry for councillors:

- *What do we know about our care leavers – both existing, and coming up?*
- *How are we making sure that the voice of the young person is heard and reflected in the pathway plan? What are care leavers telling us?*
- *How are we making sure that young people are able to take advantage of 'staying put'?*
- *Do we have a suitable range of accommodation options for care leavers, and how are they supported in each? What happens if something goes wrong?*
- *How are we preparing care leavers to live independently?*
- *How are we working with our partners to support care leavers?*
- *How do we help care leavers to find, and remain in, employment, education and training?*
- *How are we promoting the Care Leaver Covenant?*
- *How are we ensuring that the corporate parenting principles are being applied to care leavers?*
- *How are we making sure care leavers have access to services they need for their health and wellbeing?*
- *Are there particular considerations for unaccompanied asylum-seeker care leavers?*
- *Are there particular considerations for other children in care immigration issues?*

These questions can also be usefully addressed by the WCF along with the additional question:

- *How can we use procurement processes to tackle some of these questions and to increase the opportunities available for care leavers?*

It is this question that we discuss in the rest of this Toolkit.

³ Care Leaver Covenant (2020) Whole Council Forum Terms of Reference

⁴ Local Government Association (2019) Support for care leavers: resource pack



2.7 WORKING WITH THE COVENANT

Decision Making & Implementation

Councils are politically-led, place-shaping organisations, focused on meeting the needs of their communities – through their own activities and in partnership with others locally, regionally and nationally. The elected administration sets the vision and policies for the place and is supported in this endeavour by scrutiny boards, experienced officers and partners who provide support, challenge and advice.

The Covenant, therefore, in the first instance would like to work with council leaders or mayors and the lead member/s responsible for Care Leavers, alongside the responsible officer/s to outline the plan and opportunities to fulfil a ‘whole council’ approach.

Internal relationships

It would be beneficial for the Covenant to develop a network of three internal key stakeholders. This working group would operate from the core working areas of the Council.

Firstly, a lead Cabinet member responsible for ‘Care Leavers’ would provide the political leadership from within the Council. They would also work in tandem with the leader or mayor, the wider cabinet, and the controlling group (or coalition) to encompass the political and officer support/will necessary to facilitate the delivery of the Covenant’s core aims. It will also be important to determine the extent to which there is an opportunity to work cross-party on this agenda. Councils, whilst party political, also have many areas of work where there is a consensus across groups about the priority of the work. Supporting Care Leavers better is likely to be one of these.

Secondly, a lead officer/director of the service area responsible for ‘Care Leavers’ – and who reports directly to the Director of Children’s Services and/or the Chief Executive – would provide an operational, logistical and management oversight of any proposals. Working with senior management, departmental staff and partners to deliver the core aims of the Covenant.

Thirdly, the opportunity to involve the relevant Scrutiny Chair and their respective Board responsible for ‘Care Leavers’ would facilitate an effective additional political commitment, whilst also providing a unique opportunity for Care Leavers themselves to engage. Ideally, this role would be fulfilled by the Chair of the Overview and Scrutiny Management Board which brings together all chairs, a platform from which ‘Whole Council’ working could develop.

Contact details

To get involved in the Care Leaver Covenant:

t: 0800 077 3557
 e: localgov@mycovenant.org.uk
 Care Leaver Covenant, 38-39 The Chubb Buildings,
 Fryer Street, Wolverhampton WV1 1HT

For more about Trowers & Hamlins:

Rebecca Rees, Partner,
 Trowers & Hamlins LLP
 e: rrees@trowers.com
 t: 020 7423 8021
 @BecsRees

3 INTRODUCTION TO THE GUIDE AND TOOLKIT

This toolkit is designed to assist councils adopt a “whole council approach” and include their executive officers, social services, community investment, health, housing, corporate services and their procurement teams in the creation of social value objectives, many of which can be aligned with the core outputs of the Care Leaver Covenant, and which can be secured through their procurement processes.

In particular, the toolkit seeks to provide guidance and example wording which councils can use and adapt to encourage bidders to incorporate social value initiatives into their bids which will help to achieve the core outcomes of the Care Leaver Covenant.

Many councils will already incorporate social value requirements in their procurements and the suggestions in this toolkit are not designed to replace those existing social value requirements, but to supplement what those councils are already doing around social value in the context of supporting care leavers.

The toolkit can be used by anybody in a council who is involved in the procurement process, and broadly covers:

- ★ **Who is subject to the public procurement rules?**
- ★ **Which contracts are covered by the framework?**
- ★ **What are the consequences of breaching the public procurement rules?**
- ★ **What prevents social value from being realised in public procurement procedures?**
- ★ **How can social value be effectively incorporated into a council’s procurements?**

Additionally, the toolkit includes suggested drafting which a council can adopt in its future procurements to ensure that each stage of the procurement process encourages bidders to consider and incorporate its social value objectives into their proposals.

4. GUIDANCE: INTRODUCTION TO THE PUBLIC PROCUREMENT RULES

4.1 WHO DOES THE PUBLIC PROCUREMENT RULES APPLY TO?

The public procurement rules apply to all “contracting authorities” as set out in the Public Contracts Regulations 2015 (the **REGULATIONS**).

Councils and care leavers know about and understand the Covenant and what support care leavers can get from signatories. However, it may be that certain contracts fall outside the scope of the Regulations, so it is important that a council knows which contracts are and are not subject to the Regulations. The following sections explain which contracts will need to be advertised in accordance with the Regulations, and when a council will not necessarily need to advertise an opportunity.

4.2 WHICH CONTRACTS ARE SUBJECT TO THE PUBLIC PROCUREMENT RULES?

The Regulations apply to certain contracts for works, services or supplies when the estimated value of those contracts exceeds a certain financial threshold.

The financial thresholds are set by the European Commission every two years and are subsequently published by the Cabinet Office. At present (and up to 31st December 2021, if not altered sooner), the financial thresholds (net of VAT) for regional and local authorities are:

- ★ **Works contracts: £4,733,252**
- ★ **Services and Supplies contracts: £189,330**
- ★ **Concession contracts: £4,733,252**

Following the UK’s withdrawal from the EU, the thresholds will be set and published by the Cabinet Office and the requirement to advertise above threshold contracts is likely to be retained, with a new domestic advertisement portal being made available (“Find a Tender Service”) in the event of a “no-deal” Brexit⁵.

4.3 ARE THERE ANY EXEMPTIONS?

Contracts with a value falling beneath the above stated thresholds do not need to be advertised in the Official Journal. Instead, if a council is procuring a below threshold contract it will need to follow certain requirements set out in the “below threshold regime” found in Part 4 of the Regulations. This means that if a council is procuring a contract with a value exceeding £25,000 and has advertised the contract by any means, it will also need to advertise the opportunity on Contracts Finder. Where it has not advertised such an opportunity (for example, if it has gone directly to obtain quotes from suppliers) it will not need to advertise the opportunity on Contracts Finder.

If a council is procuring a contract which is below the £25,000 value then there is no requirement to advertise at all (although it will need to comply with any internal requirements and Standing Orders).

Additionally, there are certain contracts which do not require councils to advertise (including, for example, transactions for the sale or transfer of land and employment contracts).

If a council is procuring service contracts which relate to social care, health or education up to a value of (currently) £663,540 then the procurement will be subject to the “Light-Touch Regime”, and it will not need to follow the full procurement process set out in the Regulations. Instead, it will only need to undertake a procurement process that is transparent, non-discriminatory, and treats bidders fairly.

⁵ www.find-tender.service.gov.uk/

4.4 WHAT ARE THE CONSEQUENCES OF A COUNCIL NOT COMPLYING WITH THE PUBLIC PROCUREMENT RULES?

If a council breaches the Regulations then it may find itself subject to a legal challenge by an “aggrieved” economic operator by way of a challenge to the High Court.

Should such a challenge be successful, remedies against a council could include:

- ★ **An order of the Court prohibiting it from entering into the contract; or**
- ★ **A declaration of ineffectiveness which renders an awarded contract void, along with a civil financial penalty; and/or**
- ★ **Damages.**

Other, non-judicial, scrutiny and publicity can be created by a disappointed bidder reporting a council or its procurement process to the Cabinet Office’s Public Procurement Review Service, who publishes both the complaint and its findings on its website.

Further, a council may have concerns about the governance and vires issues, as well as the reputational damage that may be created by a procurement process being declared non-compliant.

4.5 WHAT PREVENTS SOCIAL VALUE FROM BEING REALISED IN PUBLIC CONTRACTS, AND WHAT CAN A COUNCIL DO TO ENCOURAGE THE INCORPORATION OF SOCIAL VALUE INITIATIVES IN BIDS?

Delivering social value objectives under a contract results in additional costs to the supplier. Given this, during the procurement process, bidders may have concerns about the cost of including required social value initiatives and whether it is best placed to deliver the required social value outcomes. Conversely, a council may have concerns about asking for particular social value outcomes or a certain level of social value to be delivered through an outsourced contract, and therefore whether such initiatives are cost-effective and/or affordable.

Given the challenge for a council in specifying a proportionate level or type of social value outcome for a particular outsourced contract, it is best practice, when possible, to carry out pre-market engagement with potential bidders, end users of the service, community engagement team and internal partners at the council in order to gauge not only what should be delivered, but also whether the potential market-place is able to deliver those social value outcomes during the project being procured.

With the knowledge of its supply chain and what it is procuring, a council might sometimes take the view that it knows enough about its social value requirements without carrying out specific pre-market engagement, and that what it requires can be delivered by contractors in the market.

Pre-market engagement may also identify such issues as the desirable length of the contract, or the form of contract needed to unlock the social value outcomes. We've set these out in more detail below.

4.5.1 LENGTH AND VALUE OF CONTRACT

Where a contract has a shorter term and a lower value, bidders may consider that the additional costs of incorporating social value into their proposals are disproportionate and too expensive as when compared with the overall value of the contract. It follows that a bidder may be more enthusiastic to include ambitious social value outcomes in its bid where the costs are spread over a longer period of time and where it can expect a greater return on its investment.

If a council is procuring a lower value and short term contract, it may be able to gain a better understanding of whether bidders are prepared to incorporate social value into their bids through the pre-market engagement exercise. If it appears that there is likely to be little appetite amongst bidders to deliver all of the desired social value requirements, a council might decide to re-engineer the opportunity into one that is longer term and higher value, or of the same duration/value but with moderated social value requirements, to attract a wider pool of interested bidders who are able and willing to deliver the social value requirements.

4.5.2 FORM OF CONTRACT

Bidders may be more inclined to incorporate social value initiatives into their bids if they are bidding for a contract, rather than a framework agreement (which should be limited to a maximum term of four years and under which there does not have to be a guarantee of work). As a framework agreement is not a guaranteed pipeline of work, bidders might therefore be less ambitious in the social value commitments contained in their bids.

A council might also consider splitting a contract opportunity into lots. This may encourage participation from SMEs, whereas larger contractors are more likely to find larger, higher value, contracts more attractive. Nevertheless, a council may consider that the appointment of SMEs has an "inherent" social value (see *National Procurement Strategy, Key Area: Local small and medium enterprise (SMEs) and micro-business engagement*) and may consider a shorter, smaller, contract more appropriate in order to achieve a diverse range of social value outcomes.

4.6 HOW CAN SOCIAL VALUE BE INCORPORATED AT EACH STAGE OF THE PUBLIC PROCUREMENT PROCESS?

The public procurement regime enables a council to anticipate and incorporate social value considerations into each stage of the procurement process. This section sets out the detail of each stage.

4.6.1 MARKET ENGAGEMENT

With Care Leavers:

Councils should engage on a regular basis with their local care leavers in order to obtain a list of specific wants/needs that should then inform the council's social value requirements. Councils could do this by using the template Stakeholders and Beneficiaries Survey included in "Engaging with stakeholders: the National TOMS 2019". In any event, there are significant benefits in councils undertaking a comprehensive market engagement exercise ahead of commencing a procurement process. The results of the care leavers' market engagement exercise can then be shared with potential bidders and interested stake-holders who can provide additional ideas and feedback which can then help to scope the procurement-specific requirements.

The requirements should be framed in such a way that they are easily understood and interpreted by all bidders, in order to ensure that those bidders who were consulted as part of the market-engagement are not unduly favoured by that prior involvement in the ensuing bid process.

With potential bidders:

Councils can conduct a Needs and Priorities Survey with local stakeholders to identify the key challenges and needs facing care leavers in their area. The feedback from this survey can then be used to create a Social Value Action Plan for each contract to include in the tender documents. The National TOMS Framework provides a template survey for engaging with local stakeholders that would be suitable for this. A council can also ask bidders, as part of the tender, to put forward suggestions of their own, provided that it sets out clearly how such bidder proposals will be evaluated on a like-for-like basis. It is therefore likely that the social value requirements will fall into two categories:

- ★ **Those requirements that the council identifies in its Social Value Action Plan, along with targets and forms of measurement for their implementation; and**
- ★ **A requirement to put forward additional social value outcomes that go over and above the council-scoped requirements and provide "added value" or innovative proposals.**

A council should spend a sufficient amount of time scoping its social value requirements for each outsourced contract it lets, in order to ensure that the tendered requirements will secure the outcomes it desires during the currency of the contract.

4.6.2 ADVERTISEMENT

All procurements that are subject to the Regulations will need to be advertised in the Official Journal of the European Union and Contracts Finder. As this is the “advert” for the outsourced contract, it is important to highlight any particular social value outcomes to set the scene for the ensuing procurement and contract and so that it attracts bidders capable of delivering such social value outcomes. Suggested wording to include at section III.2.2 of the Contract Notice or section III.2.2 of a Prior Information Notice (used as a call for competition) is set out in Appendix 1.

4.6.3 SELECTION STAGE

A selection stage (where a council shortlists a number of bidders) is not permitted where it is procuring via the Open Procedure or procuring a below threshold contract, but is the first stage in the Restricted Procedure, the Competitive Dialogue Procedure and the Competitive Procedure with Negotiation.

In these procedures, a council will first issue a Selection Questionnaire to applicants. The Selection Questionnaire (for services contracts it is a standard form document issued by the Crown Commercial Service, and for works contracts PAS:91 Selection Questionnaire is recommended) evaluates the past performance, financial standing and good standing of the applicants who submit a response. It is a requirement (for services contracts) to use the standard form Selection Questionnaire, but a council is permitted to add project specific questions.

It is therefore open to a council to ask questions about the applicants’ previous experience in delivering social value objectives, and their experience in participating in social value initiatives on projects of similar nature. As part of a council’s project specific questions, it could also require applicants to explain how they ensure that their supply-chains also deliver social value on similar contracts.

Example wording to be included in the Selection Questionnaire is set out in Appendix 1.

4.6.4 INVITATION TO TENDER

In all procedures, it is possible to include social value objectives as part of a council’s requirements for contract delivery.

At this stage, a council can set its required standard for how social value is to be delivered in the project and/or request that bidders put forward their own social value proposals. The council’s required standard could either be expressed as a minimum standard (failure to accept or sign up to deliver that minimum requirement would effectively result in a tender being failed and rejected) or as a desired standard, both of which would be accompanied by relevant key performance indicators and a monitoring and evaluation regime as part of the contract stage. This is also an opportunity to evaluate and explore how bidders will ensure that their supply-chain will incorporate social value into the project, and how key supply-chain members will help in the delivery of the required standards.

If a council wants to investigate and evaluate social value proposals at the tender stage, it must ensure that it also sets out the evaluation criteria and the relevant weightings for the social value requirements. It is also recommended that a scoring table, including guidance as to how the council will allocate the scores, is included. In the event that it wants bidders to put forward their own social value proposals, the council will also need to make sure that such evaluation criteria will allow it to evaluate what could be very different proposals on a like for like basis, and that the scoring guidance supports this.

Where a council is establishing a framework agreement (either a multi-party or sole provider framework) it may also want to include a general commitment to work with the local authority in relation to care leavers throughout the term of the contract. The council will then need to make sure that it includes contractual commitments and targets in the individual call-off contracts under those framework agreements.

Suggested wording to be included in the tender documents is set out in Appendix 1.

5 CONTRACT MANAGEMENT

Once the contract has been awarded and the procurement process is over, it is important to ensure that a council effectively manages the contract throughout its duration so as to make sure that the social value initiatives and objectives identified in the procurement process are clearly recorded in the contract and delivered.

Effective contract management requires preparation throughout the procurement procedure, and a council will need to ensure that the suite of contract documents contains provisions which obligate the successful bidder to deliver the proposed and agreed social value requirements.

In procurement procedures involving a negotiation stage, and where the bidders are given the opportunity to mark-up the contract documents, it is important that the council clearly sets the parameters as to what is required in the contract to ensure that the contractual provisions for delivery of the social value objectives are retained and the efficacy of them is not undermined.

Tools which a council can rely on include key performance indicators and targets to measure the successful bidder's performance. Linked to this, it may want to consider whether financial incentives (such as a pain-share or gain-share mechanism), which may focus the bidder's attention towards achieving its social value proposals, would be appropriate for the contract in question. Clearly such a mechanism needs to be managed and the council should confirm at the outset whether its internal payment/IT systems and team members are able to implement the monitoring and reward systems and processes agreed.

6 KEY RESOURCES AND FURTHER READING

For more information and further reading please see the following:

- ★ Local Government Association "Support for care leavers resource pack"
- ★ National TOMS Framework 2019 for social value measurement guidance
- ★ Engaging with Stakeholders, the National TOMS 2019



APPENDIX 1 – THE TOOLKIT

1. Example wording for the Contract Notice/Prior Information Notice

The following are two examples of the wording that can be inserted in the council's Contract Notice/Prior Information Notice when seeking to secure social value outcomes via a procurement.

The first example is some generic wording, focussing on the Care Leaver Covenant, for use on all procurements. The second example is for those procurements where the Public Services (Social Value) Act 2012 applies.

EXAMPLE 1: The following should be added to Paragraph III.2.2 for works, services and supplies contracts, framework agreements etc:

"Under this [project] [contract] [programme] the [contractor] and its supply chain will be required to actively participate in the achievement of social policy objectives relating to recruitment and training and supply chain initiatives in order to further the core outcomes of the Care Leaver Covenant. Accordingly the contract performance conditions may relate in particular to social considerations, and how the contractor will ensure that it and its supply chain will further the core outcomes of the Care Leaver Covenant."

EXAMPLE 2: The Public Services (Social Value) Act 2012 requires "contracting authorities" to consider their obligations under that Act. Where this is applicable, the following words should be inserted at Paragraph VI.3 - Additional information:

"Under the Public Services (Social Value) Act 2012 the contracting authority must consider:

- a. *How what is proposed to be procured might improve the economic, social and environmental well-being of the area where it exercises its functions; and*
- b. *How, in conducting the process of procurement, it might act with a view to securing that improvement.*

Accordingly, the subject matter of the contract has been scoped to take into account the priorities of the contracting authority relating to economic, social and environmental well-being. These priorities include the core outcomes of the Care Leaver Covenant, including:

1. *Better access;*
2. *Independent Living;*
3. *Safety and Security;*
4. *Financial Stability; and*
5. *Health.*

These outcomes are described more fully in the procurement documents [and are reflected in the evaluation criteria for the award of the contract]."

2. Example wording for a Selection Questionnaire

The following questions can be inserted in a council’s Selection Questionnaire (for example, in Part 3, Section 8 of the CCS Standard Selection Questionnaire “Additional questions”, or as supplementary or additional project specific questions within the PAS 91 Selection Questionnaire). The questions asked at Selection Questionnaire stage should be “backward looking” and refer to the bidder’s experience, capacity and delivery of similar outcomes on previous contracts. It should include questions relating only to those social value requirements which are being included in the procurement. This means the questions it asks and the experience it requires are relevant in particular to the Care Leaver Covenant’s core outcomes, as well as any other social value initiatives it wants to incorporate. These should assist in assessing a bidder’s technical experience and ability in relation to the skills needed to deliver the social value requirements for the proposed project.

A council might seek to ask a series of questions focussing on individual social value outcomes, or seek to ask only one generic question covering “social value”. This example wording specifically addresses the care leaver agenda.

EXAMPLE:

“Please detail your organisation’s previous experience in implementing social value outcomes which support better access for care leavers; promote and encourage independent living for care leavers; focus on the safety and security of care leavers; promote financial stability of care leavers; and/or focus on improving the health of care leavers, including implementation of the same through your supply chain on similar programmes or projects. Please provide details of the value and scope of any such initiatives in relation to the value of these programmes or projects. Please also indicate if you are able to provide references for these initiatives, and if so, relevant contact details (eg name, address, job title, phone number and email address).”

Provide details of how your organisation achieved and implemented each initiative on a project-specific basis, whether pursuant to contractual commitments or otherwise, and how it measured and evidenced your performance. Did it fail to meet any agreed targets or commitments relating to any of the above and, if so, why?”

Guidance can be issued alongside questions to demonstrate how an excellent response should look. An example is provided below:

“An excellent answer is one that shows that the organisation has direct and relevant experience of delivering and implementing successful programmes of a similar value and scope to the proposed contract which include the detailed social value outcomes, and has implemented initiatives in accordance with its contractual obligations and met all its agreed targets.”

Scoring grids should also be provided to explain how each standard is to be scored. An example is provided below:

Comment	Judgement	Marks
Meets the requirements as to experience fully and exceeds them in some or all aspects.	Excellent	5
Meets the requirements as to experience fully but does not exceed them.	Good	4
Meets the requirements as to experience in the majority of them but not all	Satisfactory	3
Meets some of the requirements as to experience but fails to meet the majority	Unsatisfactory	2
Significantly fails to meet the requirements as to experience.	Poor	1
Does not meet the requirements as to experience at all.	Failed	0

Example wording for invitation document

The example wording provided below can be inserted into an Invitation to Tender (e.g. the tender document for an Open or Restricted Procedure). When using Dialogue-based/Negotiated procedures, please note that these can also be used in Invitations to Submit Outline Solutions and Invitations to Submit Final Tenders, but they should be tailored so that they reflect the specific requirements of each stage of the procurement process.

The questions are phrased in a way which require a council to have included a “social value requirements document” as part of the tender documents. In this document, a council should set out which of the Care Leaver Covenant’s core outcomes it wants the bidders to incorporate into their bids, along with other desired social value outcomes to be achieved through the contract and areas for potential innovation/additional social value outcomes (“additionality”). It should also set out any relevant benchmarks for delivery or minimum outcomes required. We presume that this information will be taken from the overall social value action plan compiled by the council on an organisation-wide basis.

Tender Action Point 1: Social Value Requirements Method Statement

Bidders are required to provide a detailed method statement setting out how they intend to implement the social value requirements document (including any additionality proposed by the bidder). The Social Value Requirements Method Statement should cover the following:

1. *The outcomes that are to be achieved by the bidder if awarded the contract, including details as to how they link in with the council’s social value requirements, the programme for delivery across the contract period, and any pre-conditions relevant to the social value requirements.*
2. *Who in the organisation will be responsible for managing the delivery of the relevant social value outcome(s)?*
3. *Which third party providers (if any) are to be involved in delivering the outcome(s)?*
4. *[How will your results against the outcome(s) be measured?]⁶*
5. *How will it ensure it achieves or exceeds the outcome(s) (including the delivery, timing and milestones of each outcome)? Any timing of delivery should be detailed on a [weekly/monthly/quarterly] basis.*
6. *How is your supply chain going to be involved in the delivery of the outcome(s)?*
7. *How will all relevant and related health and safety issues be managed?*
8. *Set out your proposals in respect of any further outcomes (“additionality”) to be delivered in relation to the Project? Please provide details of specific proposed social value outcomes to the level of detail required by question 1 to 7 above.*

Details about the benchmarks for delivery are provided in the social value requirements document and set out the minimum outcomes for the method statement to address. Bidders are to use their own judgement as to what additional outcomes they consider are achievable in relation to the Project.

⁶ *This may not be needed if the council intends to measure the outcomes with no further input from the provider*





READY WHEN YOU ARE

Care Leaver Covenant
38-39 The Chubb Buildings
Fryer Street, Wolverhampton WV1 1HT

t: 0800 077 3557

e: info@mycovenant.org.uk

w: mycovenant.org.uk



This page is intentionally left blank

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2023/24

18 JULY 2023

• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	
• Kent Commissioning Plan Update	Bi-annual report	
• 0-5 Strategy	Deferred from March's agenda	
• Service Review of Tuition Contract	Added at 13 October agenda setting	Christy Holden
• Early Years and School Performance 2022	Deferred from May's agenda	
• Decisions taken outside of Committee (if appropriate)		
• Work Programme 2023	Standing item	

Page 28

Items for Consideration that have not yet been allocated to a meeting	
South East Local Authority Project	
Formalisation of school led transport pilot	

Updated: 5 May 2023

This page is intentionally left blank