

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

**Thursday, 16th January, 2025**

**10.00 am**

**Council Chamber, Sessions House, County Hall,  
Maidstone**





## AGENDA

# CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

**Thursday, 16 January 2025 at 10.00 am**  
**Council Chamber, Sessions House, County Hall,**  
**Maidstone**

Ask for: **James Clapson**  
Telephone: **03000 417387**

### Membership

Conservative:	Mr M C Dance (Chairman), Mr M Dendor (Vice-Chairman), Mr P V Barrington-King, Mr D Beaney, Mrs L Game, Ms S Hamilton, Mr S C Manion, Mrs M McArthur, Mr A Sandhu, MBE and Mr D Ross
Labour:	Ms M Dawkins and Ms J Meade
Liberal Democrat:	Mrs T Dean, MBE
Green and Independent:	Ms J Hawkins and Mr P Stepto
Church Representatives:	Mr M Reidy, Mr J Constanti and Mr Q Roper
School Governor Representatives	Ms R Ainslie-Malik and Ms H Carter

### **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 21 November 2024 (Pages 1 - 8)
- 5 Verbal Update by Cabinet Members
- 6 Performance Monitoring (Pages 9 - 68)
- 7 Draft Revenue Budget 2025-26 and Medium Term Financial Plan (MTFP) 2025-28 Update, and Draft Capital Programme 2025-35 (Pages 69 - 96)

- 8 24/00072 - Education Accessibility Strategy 2024-27 (Pages 97 - 126)
- 9 24/00073 - School Access Initiative Policy and Procedure (Pages 127 - 178)
- 10 24/00117 - Changes to the KCC local funding formula for State Funded Schools and Early Years Providers, and Special Education Needs payments for Post 16 providers (FE Colleges & Specialist Post 16 Providers) (Pages 179 - 188)
- 11 24/00120 - SEN Funding System January 2025  
Report to follow.
- 12 24/00121 - SEND Strategy 2025-28  
Report to follow.
- 13 24/00119 - Special Education Needs transformation and the role of the Specialist Teaching and Learning Service (Pages 189 - 314)
- 14 24/00118 - Schools Grants 2024-25 Distribution  
Report to follow.
- 15 24/00124 - Family Hub Year Four Funding (Pages 315 - 324)
- 16 24/00109 - Transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate (Pages 325 - 376)
- 17 Local Government and Social Care Ombudsman Public Decision Action (Pages 377 - 386)
- 20 Work Programme (Pages 487 - 488)

### **RESTRICTED ITEMS**

*(During these items the meeting is likely NOT to be open to the press and public)*

That, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 3 of part 1 of Schedule 12A of the Act.

- 18 24/00105 - In House Provision (Pages 387 - 466)
- 19 24/00106 - Cost revision for the Project to Expand and Relocate Rosherville Church of England Academy (Pages 467 - 486)

Benjamin Watts  
General Counsel  
03000 416814

**Wednesday, 8 January 2025**

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**KENT COUNTY COUNCIL**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber, Sessions House, County Hall, Maidstone on Thursday, 21st November, 2024.

PRESENT: Mr M C Dance (Chairman), Mr P V Barrington-King, Mr D Beaney, Ms M Dawkins, Mrs T Dean, MBE, Ms S Hamilton, Ms J Hawkins, Mr A Sandhu, MBE and Mr P Stepto

OTHER MEMBERS: Mrs R Binks, Mrs S Chandler, Mr R Love, OBE, and Mr M Whiting

OFFICERS: Nick Abrahams (Assistant Director education- West Kent), David Adams (Assistant Director Education (South Kent)), Katherine Atkinson (Assistant Director, Management Information and Intelligence, Integrated Children's Services), Ingrid Crisan (Director, Operational Integrated Children's Services), Sarah Hammond (Corporate Director Children, Young People and Education), Christy Holden (Head of Children's Commissioning), Kevin Kasaven (Director of Children's Countywide Services), Emily Kennedy (Democratic Services Officer), Jennifer Maiden-Brooks (KSCMP System Improvement Manager), Claire Thomson (Children's Complaint and Customer Care Manager), and Robert Veale (Assistant Director Education, East)

**UNRESTRICTED ITEMS**

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

Apologies were received from Mrs Meade for whom Mr Lewis was present and Mr Manion for whom Sir Paul Carter was present.

Mrs McArthur, Mr Dendor and Mrs Game were in virtual attendance.

**2. Declarations of Interest**  
*(Item 3)*

Mr Stepto declared an interest in agenda item 10, as a school governor at Nexus Foundation Special School. Sir Paul Carter declared an interest in agenda item 10, as a director of the Leigh Academy Trust.

**3. Minutes of the meeting held on 24 September 2024**  
*(Item 4)*

RESOLVED that the minutes of the meeting held on 24 September 2024 were a correct record.

**4. Draft Revenue Budget 2025-26 and Medium Term Financial Plan (MTFP) 2025-28**  
*(Item 5)*

1) Mr Oakford introduced the report.

2) Mrs Chandler and Mr Love outlined the areas of the report specific to their portfolios.

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

- It was likely that funding would be extended for those authorities currently funded for the Family Hub offer. However, it was not clear how much funding would be coming forward.
- There were fewer children in care (LACs) but those children currently in the care of the local authority had more complex needs. Savings were proposed to be made through expansion of kinship care.
- The final settlement for the Dedicated Schools Grant would be outlined once this was received from government but it could not be forecast.
- School Rebuilding Programme bids would be subject to priority and in addition to this, there was High Needs capital funding allocation. Requirements to make mainstream schools more inclusive for special needs would need to come from this funding allocation.

4) RESOLVED to note the report.

**5. 24/00093 - Commissioned Family Hub Contracts**  
(Item 6)

1) Mrs Chandler introduced the report.

2) Mrs Binks addressed the committee.

3) Mr Whiting addressed the committee.

4) Further to debate, it was noted that:

- There were concerns that the building that houses Millmead Family Hub would close. However, this had not been confirmed at the time of the committee meeting.
- The area around Millmead Family Hub was statistically, not considered the most deprived area in Thanet.
- The next closest Family Hub to Millmead (based in the Cliftonville area of Margate) was not well used and concerns were raised that service users would not necessarily start to use this other provision.
- Seashells Family Hub's contract value had been reduced previously. It was asserted that if the centre closed, it would not be a relocation and there would be a reduction in the number of services available.
- It was only under very limited circumstances that contracts could be extended for a limited period and clarification would be sought on this point.
- The outreach model that was in place was due to be extended. The network was providing the family hub services from designated hubs and from other community buildings.
- The current contracts were not funded from the Family Hub Grant. The local authorities who were in receipt of the grant also had to deliver other public

health services. The current contracts were funded separately from this grant through Children's Services budgets.

- The two centres had been used as pilot hubs

It was proposed by Mr Lewis and seconded by Mrs Dean that:

*The committee recommends that the decision be delayed until the new government funding is confirmed and that there be a temporary extension of contract, subject to it being legally viable;*

*That a valuation of the buildings be undertaken;*

*And, that an update be brought to the next meeting.*

5) Upon being put to the vote, the motion was declared CARRIED.

## **6. Verbal Update by Cabinet Members**

*(Item 7)*

1) Mr Love said he attended the opening of the new sport and teaching block at Borden Grammar School in Sittingbourne on 27 September 2024. Around 100 people attended the event and it was anticipated that the facility would be much used by all of the students. Mr Love was pleased to hear from the head teacher about some of the great work being done in the school.

The newly appointed headteacher welcome event was held on 3 October, run jointly by KCC and the Kent Association of Leaders in Education (KALE). This was a good opportunity to share what was being done well including the Outstanding Ofsted grade for social services, significant progress with SEND, the good student level outcomes and above national levels of schools who Ofsted deemed to be 'taking effective action'. Kent's headteachers played a vital part in schools and the wider system. Mr Love expressed gratitude for the headteachers' dedication and support to Kent's children, young people and parents.

Mr Love had attended the KALE annual conference in the morning before the committee meeting. He endorsed school leaders' commitment to share good practice and learn fresh insights from guest speakers.

The School Funding Forum took place on 11 October and Ben Cooper, from Swalecliffe Primary School was elected as the new chair. Mr Love said that he looked forward to working with Mr Cooper.

Congratulations were given to Michelle Bramble, a dedicated member of the Community Learning Services workforce, for achieving a remarkable honour. Michelle had recently been awarded the prestigious Local Government Association award in recognition of her outstanding efforts as an Equality, Diversity, and Inclusion Champion within KCC. Michelle had played a pivotal role in influencing, changing, and enhancing the way KCC operated by promoting equality and inclusivity in our workplace. Mr Love said that it was fantastic to see the contributions of KCC staff members celebrated in this way, highlighting the importance of leadership within the organisation.

Mr Love said that a number of reforms had been made to the special educational needs services and the aim was to set the services on a sustainable financial footing. The work was also about quality of service. Over the preceding 18 months, it was noted that Members had held him to account over issues. He said that he had not pursued a quick fix but was working to make underlying changes. It was reported that the performance for the issuing of EHCPs within 20 weeks had improved with 197 being issued in September, with 64.0% within 20 weeks and in October, 118 had been issued, with 76.9% within 20 weeks. The results illustrated the start of the journey. No cases were over 26 weeks, which was down from 107 weeks being the oldest case at the start of the year.

2) Mrs Chandler said the Department for Education (DfE) published the long awaited policy paper on children's social care reform: Keeping children safe, helping families thrive. The Secretary of State made an oral statement in the House of Commons. There was commentary in the paper about independent care providers. Greater control over the profits made by independent care providers was welcomed. There was also discussion within the paper about rebalancing the system towards preventative work. There were some indications that there might be further funding but Mrs Chandler would report back once there was further clarity.

Mrs Chandler attended the National Agenda and Reforms Conference and Kent Academy Social Care Awards on 24 October 2024. The conference included guest speakers, Isabelle Trowler CBE, Chief Social Worker for Children and Families and Yvette Stanley, the National Director of Ofsted who gave their perspective on the national reforms in children's social care. The awards recognised the good work that was undertaken across the county by Children's Services and was a celebration of the fantastic practice in children's social care which was often in very challenging circumstances. Rebecca Button received the Outstanding Lifetime Achievement award and was also shortlisted in the Lifetime Achievement category at the Social Worker of the year national awards.

The Kent Fostering Service's Award Ceremony was held on 8 November and celebrated the outstanding work by Kent County Council's foster carers. Every year the awards ceremony had gone from strength to strength and 2024 was no exception. KCC received a phenomenal 348 nominations for foster carers, Kent Support Homes Hosts and staff, which was the highest to date. The awards reminded all of the truly inspirational work that was undertaken to provide our most vulnerable children with a safe and loving home.

Mrs Chandler was delighted to announce that Kent Children in Care Councils (OCYPC, OCYPC Extra and the Young Adult Council) had won first place at the Coram National Voice Awards 2024. The National Voice Awards was an annual award programme that recognised the exceptional contributions of Children in Care and Care Leavers in England. The awards were open to Children in Care Councils, Care Leaver Forums and other projects in Children's Social Care. Kent Children in Care Councils won the award in 2024 for a project they have been working on for several months, called 'Listen Up'. They had created a training workshop and made a film to raise awarenesses of the importance of professionals listening to children and young people.

KCC had won the National Leaving Care Benchmarking Forum Team of The Year Award for the 18+ food bank project. This was achieved through outstanding hard



work and leadership to deliver the project across the service from Mario Silva, Team Manager in 18+ Care Leavers. The 18+ Foodbank Project was launched in April 2023 by a small group of personal advisors from the 18+ Care Leavers Service; the aim of the project is to support our care experienced young adults in times of need. The project worked in collaboration with The Family Foodbank and The Hygiene Bank Medway to offer an in-house food and hygiene bank service to young people within the service and was available to all Kent Care Leavers. Last week The NLCBF noted: “The Kent team recognised and responded to the cost-of-living crisis, and so the 18+ Food Project was developed to support young people through this critically important time.”

A new fostering film from over 100 councils in the UK, including Kent County Council was launched on 17 October. ‘Everything’ was the seventh film produced by a growing partnership of councils and children’s trusts to promote local authority fostering. The film was linked on the KCC website.

Mrs Chandler attended the ‘Big Mental Health Conversation’ which welcomed 200 young people from 25 Kent schools to coincide with World Mental Health Day. This was funded and hosted by KCC and the NHS Integrated Care Board. All the young people there appreciated the opportunity to be part of the workshops and to talk about the issues.

On 14 November 2024, KCC hosted a visit to two of its new reception centres by Minister for Children and Families, Janet Daby, and Minister for State at the Home Office, Dame Angela Eagle, alongside senior leaders from Home Office and Department for Education. The visit was positive, with Ministers impressed by how the centres are being run. Discussions were held on improving the National Transfer Scheme (NTS) and a national response to the needs of newly arriving UAS children.

Since 1 January 2024, 2600+ UAS children have been referred to KCC, with 2100+ transferred to the care of other local authorities under the NTS.

KCC had six operational reception centres providing temporary homes for newly arriving UAS children in Ashford, Cranbrook, Faversham, Dartford, and Ash. Four of these centres were new and had been open since July 2024. Three more centres will open between now and Summer 2025 in Gravesend, Canterbury and Sholden. All the centres had successfully registered with Ofsted, either as children’s homes for children aged under 16 or supported accommodation for children aged 16 or 17. Feedback from Ofsted and stakeholders who had visited the centres had been positive and the centres continued to engage stakeholders and communities.

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

- Significant progress had been made with the issuing of EHCPs within the set timescales. Changes relating to the performance targets for EHCPs would be reported to Members.

4) RESOLVED to note the verbal updates.

## **7. Performance Monitoring** *(Item 8)*

1. Ms Atkinson introduced the Performance Monitoring report and highlighted that the number of EHCPs done within the 20 week timescale had continued to rise and was above the national average. Children's social work caseloads had reduced.
2. Further to questions and comments from Members, it was noted that:
  - Timeliness of EHCPs being issue had improved considerably and the quality of the work was not being compromised. There were four methodologies for the quality assurance on EHCPs. The Department for Education (DfE) had taken six samples of EHCPs and found that five of six deemed to be very good.
3. RESOLVED to note the update.

**8. 24/00099 Funding of Services to Schools 2025-26**  
*(Item 9)*

- 1) Mr Adams introduced the report.
- 2) Mr Love said the decision he was proposing was as shown on pages 167 and 168 of the agenda pack.
- 3) Further to questions, it was noted that:
  - The services were not provided free of charge to maintained schools and had been paid for through council tax income and also through the national funding formula.
  - The cost of 'de-delegation' was detailed on table 8, on page 184 of the agenda pack.
  - There had not been many responses from schools to the consultation on this proposed change.
- 4) RESOLVED to endorse the recommendations as outlined in the report.

**9. 24/00097 Special School Review**  
*(Item 10)*

- 1) Mr Love introduced the report.
- 2) Further to questions from Members, it was noted that:
  - There were concerns about High Needs Funding and support for children with EHCPs.
  - It was felt that there was support for what was being done in mainstream schools and change was welcomed. However, it was felt there were barriers relating to communication with special school settings.
- 3) RESOLVED to endorse the recommendations outlined in the report and proposed decision as outlined in appendix 5.

- 10. 24/00098 Westmeads Infant School Expansion**  
*(Item 11)*
- 1) Mr Veale introduced the report.
  - 2) Further to a question from a Member, it was noted that:
    - There had been an announcement of government capital funding to increase the number of nursery places and schools were coming forward expressing interest and seeking advice on nursery provision.
  - 2) RESOLVED to endorse the recommendations as outlined in the report.
- 11. 24/00096 Kent Commissioning Plan Update**  
*(Item 12)*
- 1) Mr Abrahams introduced the report.
  - 2) RESOLVED to endorse the report.
- 12. Kent Safeguarding Children Multi-Agency Partnership Annual Report**  
*(Item 13)*
- 1) Ms Maiden-Brooks introduced the report.
  - 2) RESOLVED to note the report.
- 13. Kent County Local Authority Designated Officer (LADO) Service Annual Report 2023-2024**  
*(Item 14)*
- 1) Mr Kasaven introduced the report.
  - 2) RESOLVED to note the report.
- 14. Private Fostering Annual Report 2024**  
*(Item 15)*
- 1) Mr Kasaven introduced the report.
  - 2) RESOLVED to note the report.
- 15. Complaints and Representations 2023-24**  
*(Item 16)*
- 1) Ms Thomson introduced the report.
  - 2) RESOLVED to note the report.
- 16. Work Programme**  
*(Item 17)*
1. RESOLVED to note the work programme.



Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 9th December 2024



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## Guidance Notes

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

### 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

<b>RED</b>	Floor Standard* has not been achieved
<b>AMBER</b>	Floor Standard* achieved but Target has not been met
<b>GREEN</b>	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

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Management Information, CYPE, KCC

### DATA PERIOD

<b>R12M</b>	Monthly Rolling 12 months
<b>MS</b>	Monthly Snapshot
<b>YTD</b>	Year To Date
<b>Q</b>	Quarterly
<b>A</b>	Annual


### CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

### KEY TO ABBREVIATIONS

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

as at May 2024




130,931 pupils in 460 primary schools  
 27.1 % with free school meals (24.3%)

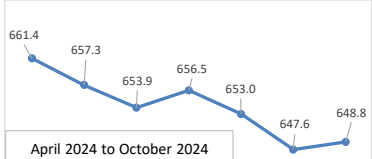
114,586 pupils in 102 secondary schools  
 23.2 % with free school meals (24.1%)

6,282 pupils in 24 special schools  
 47.7 % with free school meals (47.4%)

as at Oct 2024




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



April 2024 to October 2024


as at Oct 2024



Open cases

Intensive Early Help	2,261 (Families)
Open Social Work Cases	11,215
<i>Including:</i>	
• Child Protection	1,061
• Children in Care	1,948
• Care Leavers	1,992


as at Aug 2024



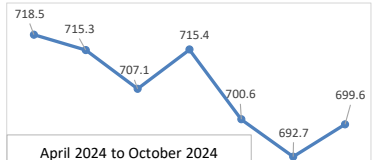
Ofsted judgements

EY providers	98.7	(97%)
Primary	92.4	(91%)
Secondary	88.0	(85%)
Special	92.3	(90%)

as at Oct 2024




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

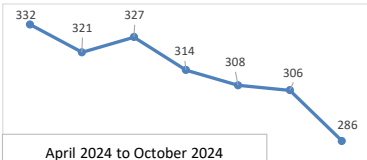


April 2024 to October 2024

as at Oct 2024




Number of First Time Entrants into the Youth Justice system

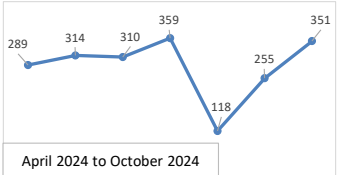


April 2024 to October 2024

as at Oct 2024




Requests for SEND statutory assessment



April 2024 to October 2024


as at Oct 2024



Activity at the Front Door (children)

Total contacts	8,009
Number resolved at FD	3,216
Number to CSWS	2,384
Number to EH Units	1,887

as at Oct 2024



Family Hub Indicators

Pending Family Hub scorecard development

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2024 school census and based on state funded schools only
- Ofsted National averages are as at 31st August 2024, except EY Providers average which is as at 31st March 2024



Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023	
											Measure	Numerator	Denominator									
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		19.9	13.7	30.8	42.1	51.6	64.0	76.9	90	117	↑	60	GREEN	51.6	45	GREEN	46.1	50.3	
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		45	39	90	114	66	126	90											
APP17-D	Total number of EHCPs issued	L	MS		248	311	279	271	128	197	117											
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		271	255	204	194	170	156	144			↑								
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		24.8	31.2	56.8	60.0	49.1	36.4	36.7	83	226	↑	60	RED	49.1	55	AMBER	N/A	N/A	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.8	10.7	10.2	10.2	10.3	10.3	10.3	2,103	20,487	↔	9	AMBER	10.3	9	AMBER	N/A	N/A	
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		35.8	21.5	14.3	18.7	26.9	38.8	17.4	38	218	↑							N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		42.0	30.1	23.1	13.2	12.6	7.3	9.1	85	930	↓							N/A	N/A

**Note:** 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard

**Commentary on Education SEND Indicators:**

The SEND service has successfully reduced the number of open cases, with a focus on reducing those open for longer than 20 weeks. The Educational Psychology has increased the proportion of their reports completed within 6 weeks. The average duration in days from assessment request to EHCP completion is also reducing every month. This is positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Measure	Numerator	Denominator									
														Oct-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.6	23.4	23.2	23.1	23.4	23.4	23.0	5,499	23,954	↑	25.0	GREEN	23.5	25.0	GREEN	19.2	22.4	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.0	86.2	86.3	86.1	85.7	85.6	84.3	1,659	1,968	↓	90.0	AMBER	86.4	90.0	AMBER	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.8	20.0	19.6	20.5	20.9	21.0	22.1	274	1,240	↓	20.0	GREEN	19.7	20.0	GREEN	24.5	24.7	
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	✓	71.1	71.9	71.8	71.9	72.1	68.8	70.4	324	460	↑	70.0	GREEN	71.0	70.0	GREEN	69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.0	74.5	73.7	73.8	73.9	72.7	73.1	757	1,036	↑	85.0	RED	73.9	85.0	RED	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	372.3	377.0	381.2	379.2	375.6	374.8	368.6	23,222	63	↑	426.0	GREEN	357.3	426.0	GREEN	468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	60.1	58.3	57.8	57.3	54.0	54.3	54.1	570	1,054	↓	65.0	RED	57.7	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	86.3	84.8	84.8	85.7	85.7	86.7	86.7	559	645	↔	85.0	GREEN	86.3	85.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	72.2	73.3	71.8	72.4	72.1	74.7	75.9	476.5	627.5	↑	85.0	AMBER	73.6	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		16.3	16.7	17.2	17.8	16.8	16.1	16.4	1,674	102.1	↓	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	22.1	21.9	22.2	20.0	20.0	20.9	5,560	266.0	↓	18.0	AMBER	21.8	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.8	30.8	30.8	30.8	30.7	30.6	30.4	3,514	11,558	↑	25.0	RED	30.9	25.0	RED	21	N/A	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.4	93.9	93.6	93.0	92.3	92.3	92.0	4,927	5,354	↓	85.0	GREEN	93.3	85.0	GREEN	N/A	N/A	
EH14	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		94.3	94.0	94.0	95.0	95.0	94.0	94.0	142	151	↔	85.0	GREEN	94.3	85.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.8	15.4	15.5	15.5	15.4	15.2	15.0	631	4,207	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.7	13.7	14.2	13.6	11.5	12.4	13.4	1,956	146.2	↑	20.0	AMBER	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q3 23-24	Q4 23-24	Q1 24-25	Rate	Numerator	Denominator									
									Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		30.4	31.1	32.9	33.2	125	376	↓	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2	

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.7	3.7	3.7	3.7	3.5	2.4	2.5	983	38,834	↓	2.8	GREEN	3.3	2.8	AMBER	2.5	2.8
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	23	24	28	26	24	22	N/A	N/A	↑	25	GREEN	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		80	77	81	80	80	79	79	N/A	N/A	↔	79	GREEN	80	24	RED	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		83.4	81.7	74.7	76.4	76.9	72.2	75.2	4,340	5,775	↑	65	GREEN	76.9	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		30.7	21.5	20.6	16.5	18.6	26.1	30.2	1,065	3,522	↑	60	RED	18.6	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		65.2	79.0	72.6	67.8	2,784	4,105	↑	64.0	GREEN

**\*\*Please note that there is no 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 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59	59	61	11,667	19,114	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	17.8	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.68	34.20	34.16	N/A	N/A	34.40	AMBER	↓	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.01	29.14	29.14	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	34.61	33.47	33.47	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	4.8	5.4	14,579	271,166	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	16.1	18,450	114,283	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	24.8	24,213	97,715	27.0	GREEN	↑	23.0	23.6	23.9

The data sources for attainment data are as follows: FSP = DfE Published SFR, 28/11/24. KS2 = DfE Provisional SFR, September 2024. KS4 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due December). KS5 = 2024 DfE Published SFR, 28/11/24 (A Level data only. Final 2024 data for all Qualification types will be published in February 2025).

## Directorate Scorecard - Kent KPIs

<p><b>Commentary on Integrated Children's Services Indicators:</b></p>
<p><b>Children's Social Care</b></p>
<p><b>RED:</b> At 73.1% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events such as Canterbury, Gravesend and Medway PRIDE, specific campaigns using social media and use of the "refer a friend" payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a "Fostering Friendly" employer. The service is at the initial stages of developing a "Create a Room" project, to support existing approved foster carers to create an additional bedroom for fostering.</p>
<p><b>RED:</b> The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 54.1% which is below the floor standard of 55.0% and the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.</p>
<p><b>AMBER:</b> The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 84.3%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 85.8% took place within timescale (3 working days).</p>
<p><b>AMBER:</b> The percentage of case holding posts filled by permanent qualified social workers is 75.9%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That has since increased to 17.8% (September 2023) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are continually being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2023 - Social Work Vacancies: Kent 16.0%, England average 18.9%, SE average 17.7%; % Agency Social Workers covering vacancies - Kent 62.3%; England average 74.4%, SE average 74.1%; Social Worker turnover - Kent 19.4%, England average 15.9%, SE average 16.7%.</p>
<p><b>AMBER:</b> The average caseload in the Children in Care (CIC) Teams is 16.4 children, above the target of no more than 15 children/young people. This is improved performance compared to July 2024 when average caseloads reached 17.8 children.</p>
<p><b>AMBER:</b> The average caseload in the Children's Social Work Teams (CSWT) is 20.9 children. This is above the target caseload of no more than 18 children/young people and is an increase from the previous month, 20.0 in September 2024.</p>
<p><b>GREEN:</b> The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 23.0%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22%, and averages of 19% for Kent's Statistical Neighbours and 27% for the South East (all comparative rates are for 2023/24 performance).</p>
<p><b>GREEN:</b> The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.1% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 25%, Statistical Neighbours 24% and the South East 25% (2023/24).</p>
<p><b>GREEN:</b> 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 70.4%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68% and the South-East 66% and is the same as Kent's Statistical Neighbours of 70% (comparative data is for 2023/24).</p>
<p><b>GREEN:</b> The average number of days between becoming a child in care and moving in with an adoptive family is 369 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 480 days (for 2022/23) which increased from an average 367 days in 2021/22.</p>
<p><b>GREEN:</b> The percentage of Children's Social Work Case File Audits graded good or outstanding is 86.7%, which is above the 80.0% Target.</p>
<p><b>Extensive Early Help</b></p>
<p><b>RED:</b> The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 30.4%, which is above the target of 25.0%. Some data analysis is being undertaken to explore this further.</p>
<p><b>AMBER:</b> The average caseload within Early Help Units is 13.4 families, moving the previous RAG rating from RED to AMBER. The Target was increased to 20 families for 2024/25.</p>
<p><b>GREEN:</b> The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 92.0%, achieving the target of above 85.0%.</p>
<p><b>GREEN:</b> The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 94.0%, achieving the 85.0% target.</p>

<p><b>Commentary on Education Indicators:</b></p>
<p><i>The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued where targets exist.</i></p>
<p><b>RED:</b> The percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention has almost doubled from 16.5% in July 2024 to 30.2% in October 2024. To address the significant rise in referrals, over 60% compared to the previous year, efforts have been made to streamline processes and reallocate resources from other areas of the service. Looking ahead, we are optimistic about continuing this upward trend in performance over the academic year.</p>
<p><b>AMBER:</b> The percentage of pupils at EYFS achieving a Good Level of Development in 2023/24 at 68.0 was one percentage point below the target of 69.0 but remained just above the performance in England at 67.7%. The FSM gap has widened and is 2.7 percentage points adrift of the target and is wider in Kent than nationally.</p>
<p><b>AMBER:</b> The percentage of pupils at KS2 achieving age-related expectations in Reading, writing &amp; mathematics - FSM gap has narrowed since 2022/23 to 26.3 percentage points but is wider than the national gap.</p>
<p><b>AMBER:</b> The Post 16 data Average point score per A Level entry at KS5 [School students only] was 34.16 with a target of 34.40 and fractionally below the England figure of 34.34.</p>
<p><b>GREEN:</b> The new targets set for 2024/25 reflect a nationwide rise in the numbers of children being excluded from school following Covid-19. The latest published figures for exclusions show Kent is making progress despite the increase over the past two years, remaining well below both national and southeast region data when comparing the 2022-23 academic year data. Kent has a published rate for Primary phase permanent exclusions of 0.01 exclusions per 100 school population, compared to 0.03 exclusions per 100 school population for National. For Secondary phase, these rates are 0.03 for Kent and 0.22 for National. Reporting of these rates is based on data from the school census and so there is a significant lag between the exclusions occurring and the DfE published reporting of them. Schools are responsible for setting their own behaviour management policies and ultimately decide whether to exclude their pupils. However, the Local Authority has a role in supporting pupils and schools and therefore it remains an important measure of inclusion in our schools. The numbers of pupils permanently excluded from the primary phase, as a 12 month rolling average, has reduced to 22 with a target set at 25 as a maximum upper limit (based on the 2023/24 outturn of 26). The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 79 as a maximum upper limit (based on the 2023/24 outturn of 80).</p>
<p><b>GREEN:</b> The percentage of Children Missing Education cases, closed within 30 school days has increased from 72.2% in September to 75.2% in October. The new lower target that has been set reflects the 57% rise in referrals combined with improved service processes which has resulted in better system recording rather than cases actually taking longer to be closed. Expectations around CME numbers increasing continues to be high on the agenda with many areas in Kent presenting with limited or no school spaces.</p>
<p><b>GREEN:</b> The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in October was 2.5% and is above the target. 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. 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 figures for the Southeast and England are 6.9% and 5.2% respectively.</p>
<p><b>GREEN:</b> The percentage of pupils at KS2 achieving age-related expectations in Reading, writing &amp; mathematics in 2023/24 has increased 2 percentage points since 2022/23 and at 61% is 1 percentage point higher than the target.</p>

Directorate Scorecard - Kent KPIs - Vulnerable Learners

**\*\*Please note that there is no 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 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	Measure	Numerator	Denominator						
															SN or SE	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↓	23.0		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↓	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↓	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	61	11,667	19,114	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	26	22
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	45
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↓	61.0	63	62

**Note** - There are no KS1-2 Progress measures for 2023-24 and none planned for 2024-25 as there is no KS1 prior attainment data for the relevant years.

**\*\*Please note that there is no 2019-20 or 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 2022-23	RAG	DOT	Target 2023-24	Benchmark Group 2022-23	England 2022-23
					2019-20	2020-21	2021-22	Measure	Numerator	Denominator						
															SE Region	
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	N/A	49.3	47.0	N/A	N/A	51.0	RED	↓	48.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	N/A	18.5	17.8	N/A	N/A	15.0	AMBER	↑	17.5	18.4	14.9
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	N/A	27.3	28.2	N/A	N/A	25.0	RED	↓			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	N/A	16.7	16.3	N/A	N/A	16.0	AMBER	↑	15.0	18.0	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	N/A	39.5	37.9	N/A	N/A	38.0	GREEN	↑	36.0	37.2	36.2
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	N/A	-0.19	-0.12	N/A	N/A	-1.00	GREEN	↓	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	N/A	-0.90	-0.82	N/A	N/A	-0.60	RED	↓	-0.60	-0.80	-0.58
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	N/A	-1.48	-1.48	N/A	N/A	-1.30	AMBER	↓			
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	N/A	-0.70	-0.66	N/A	N/A	-0.47	AMBER	↓	-0.45	-0.51	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	N/A	-1.62	-1.40	N/A	N/A	-1.30	AMBER	↓	-1.12	-1.18	-1.12

**Note** - The DfE postponed the publication of provisional 2023-24 KS4 results until December 2024. This publication was delayed due to quality issues in data submitted by an awarding organisation which were identified in the "Check Your Performance Measures Data" exercise. The publication of the delayed data was too late to be included in this scorecard but it will be included in the next release.

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
<b>Activity-Volume Measures</b>				
CYPE10	Number of Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE11	Number of Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE12	Number of Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Oct 2024	Nov 2024
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of Oct 2024	Nov 2024
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of Oct 2024	Nov 2024
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2024	Nov 2024
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2024	Nov 2024
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 Oct 2024	Nov 2024
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2024	Nov 2024
EH05-C	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2024	Nov 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2024	Nov 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of month - N/A	N/A
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of month - N/A	N/A
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of month - N/A	N/A
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of month - N/A	N/A
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of month - N/A	N/A
<b>SEND Indicators</b>				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
<b>Key Performance Indicators</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at Oct 2024	Nov 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2024	Nov 2024
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Oct 2024	Nov 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2024	Nov 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Oct 2024	Nov 2024
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at Oct 2024	Nov 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Oct 2024	Nov 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 2 reporting for 2024-25	Nov 2024
SISE7	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at Oct 2024	Nov 2024
CYPE10	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCps	Synergy - monthly reported data	Snapshot as at Oct 2024	Nov 2024
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to Oct 2024	Nov 2024
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Oct 2024	Nov 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2024	Nov 2024
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 Oct 2024	Nov 2024
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 August 2024	Aug 2024
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published/MI Calcs (LA & District)	Nov 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 DfE Published/MI Calcs (LA & District)	Nov 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Sept 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Sept 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA) & 2022-23 NPD (District)	Nov 2024
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) & 2022-23 NPD (District)	Feb 2024
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) & 2022-23 NPD (District)	Feb 2024
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024

Indicator Definitions

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



Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
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.

Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
APP17	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.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. 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.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. 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.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
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
Page 22	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.
<b>Key Performance Indicators</b>		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

## Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH10-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
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
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE12a	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	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.

Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

October 2024

Produced by: Management Information & Intelligence, KCC

Publication Date: 9th December 2024



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## Guidance Notes

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

### 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

<b>RED</b>	Floor Standard* has not been achieved
<b>AMBER</b>	Floor Standard* achieved but Target has not been met
<b>GREEN</b>	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

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Management Information, CYPE, KCC

### DATA PERIOD

<b>R12M</b>	Monthly Rolling 12 months
<b>MS</b>	Monthly Snapshot
<b>YTD</b>	Year To Date
<b>Q</b>	Quarterly
<b>A</b>	Annual


### CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

### KEY TO ABBREVIATIONS

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

as at May 2024




130,931 pupils in 460 primary schools  
 27.1 % with free school meals (24.3%)

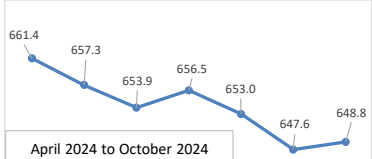
114,586 pupils in 102 secondary schools  
 23.2 % with free school meals (24.1%)

6,282 pupils in 24 special schools  
 47.7 % with free school meals (47.4%)

as at Oct 2024




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



April 2024 to October 2024


as at Oct 2024



Open cases

Intensive Early Help	2,261 (Families)
Open Social Work Cases	11,215
<i>Including:</i>	
• Child Protection	1,061
• Children in Care	1,948
• Care Leavers	1,992


as at Aug 2024



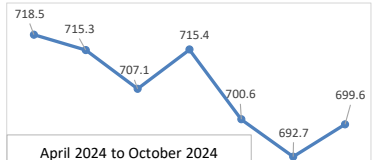
Ofsted judgements

EY providers	98.7	(97%)
Primary	92.4	(91%)
Secondary	88.0	(85%)
Special	92.3	(90%)

as at Oct 2024




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

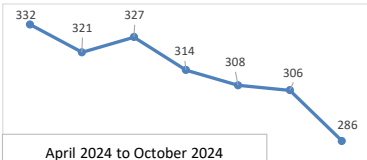


April 2024 to October 2024

as at Oct 2024




Number of First Time Entrants into the Youth Justice system

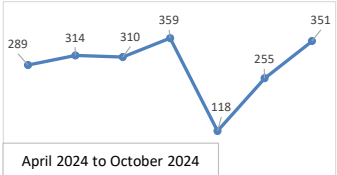


April 2024 to October 2024

as at Oct 2024




Requests for SEND statutory assessment



April 2024 to October 2024


as at Oct 2024



Activity at the Front Door (children)

Total contacts	8,009
Number resolved at FD	3,216
Number to CSWS	2,384
Number to EH Units	1,887

as at Oct 2024



Family Hub Indicators

Pending Family Hub scorecard development

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2024 school census and based on state funded schools only
- Ofsted National averages are as at 31st August 2024, except EY Providers average which is as at 31st March 2024



Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023	
											Measure	Numerator	Denominator									
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		19.9	13.7	30.8	42.1	51.6	64.0	76.9	90	117	↑	60	GREEN	51.6	45	GREEN	46.1	50.3	
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		45	39	90	114	66	126	90											
APP17-D	Total number of EHCPs issued	L	MS		248	311	279	271	128	197	117											
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		271	255	204	194	170	156	144			↑								
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		24.8	31.2	56.8	60.0	49.1	36.4	36.7	83	226	↑	60	RED	49.1	55	AMBER	N/A	N/A	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.8	10.7	10.2	10.2	10.3	10.3	10.3	2,103	20,487	↔	9	AMBER	10.3	9	AMBER	N/A	N/A	
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		35.8	21.5	14.3	18.7	26.9	38.8	17.4	38	218	↑							N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		42.0	30.1	23.1	13.2	12.6	7.3	9.1	85	930	↓							N/A	N/A

**Note:** 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard

**Commentary on Education SEND Indicators:**

The SEND service has successfully reduced the number of open cases, with a focus on reducing those open for longer than 20 weeks. The Educational Psychology has increased the proportion of their reports completed within 6 weeks. The average duration in days from assessment request to EHCP completion is also reducing every month. This is positively impacting the percentage of EHCPs issued within 20 weeks, which has risen significantly every month since May.

Directorate Scorecard - Kent KPIs

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Measure	Numerator	Denominator									
														Oct-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.6	23.4	23.2	23.1	23.4	23.4	23.0	5,499	23,954	↑	25.0	GREEN	23.5	25.0	GREEN	19.2	22.4	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.0	86.2	86.3	86.1	85.7	85.6	84.3	1,659	1,968	↓	90.0	AMBER	86.4	90.0	AMBER	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.8	20.0	19.6	20.5	20.9	21.0	22.1	274	1,240	↓	20.0	GREEN	19.7	20.0	GREEN	24.5	24.7	
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	✓	71.1	71.9	71.8	71.9	72.1	68.8	70.4	324	460	↑	70.0	GREEN	71.0	70.0	GREEN	69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	74.0	74.5	73.7	73.8	73.9	72.7	73.1	757	1,036	↑	85.0	RED	73.9	85.0	RED	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	372.3	377.0	381.2	379.2	375.6	374.8	368.6	23,222	63	↑	426.0	GREEN	357.3	426.0	GREEN	468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	60.1	58.3	57.8	57.3	54.0	54.3	54.1	570	1,054	↓	65.0	RED	57.7	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	86.3	84.8	84.8	85.7	85.7	86.7	86.7	559	645	↔	85.0	GREEN	86.3	85.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	72.2	73.3	71.8	72.4	72.1	74.7	75.9	476.5	627.5	↑	85.0	AMBER	73.6	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		16.3	16.7	17.2	17.8	16.8	16.1	16.4	1,674	102.1	↓	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	22.1	21.9	22.2	20.0	20.0	20.9	5,560	266.0	↓	18.0	AMBER	21.8	18.0	AMBER	N/A	N/A	
EH17-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.8	30.8	30.8	30.8	30.7	30.6	30.4	3,514	11,558	↑	25.0	RED	30.9	25.0	RED	21	N/A	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.4	93.9	93.6	93.0	92.3	92.3	92.0	4,927	5,354	↓	85.0	GREEN	93.3	85.0	GREEN	N/A	N/A	
EH53	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		94.3	94.0	94.0	95.0	95.0	94.0	94.0	142	151	↔	85.0	GREEN	94.3	85.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.8	15.4	15.5	15.5	15.4	15.2	15.0	631	4,207	↑	15.0	GREEN	14.8	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.7	13.7	14.2	13.6	11.5	12.4	13.4	1,956	146.2	↑	20.0	AMBER	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends					Latest Quarter			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q3 23-24	Q4 23-24	Q1 24-25	Rate	Numerator	Denominator										
										Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		30.4	31.1	32.9	33.2	125	376	↓	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.7	3.7	3.7	3.7	3.5	2.4	2.5	983	38,834	↓	2.8	GREEN	3.3	2.8	AMBER	2.5	2.8
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		23	23	24	28	26	24	22	N/A	N/A	↑	25	GREEN	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		80	77	81	80	80	79	79	N/A	N/A	↔	79	GREEN	80	24	RED	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		83.4	81.7	74.7	76.4	76.9	72.2	75.2	4,340	5,775	↑	65	GREEN	76.9	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		30.7	21.5	20.6	16.5	18.6	26.1	30.2	1,065	3,522	↑	60	RED	18.6	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		65.2	79.0	72.6	67.8	2,784	4,105	↑	64.0	GREEN

**\*\*Please note that there is no 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 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59	59	61	11,667	19,114	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26.3	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	17.8	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.68	34.20	34.16	N/A	N/A	34.40	AMBER	↓	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.01	29.14	29.14	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	34.61	33.47	33.47	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	4.8	5.4	14,579	271,166	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	16.1	18,450	114,283	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	24.8	24,213	97,715	27.0	GREEN	↑	23.0	23.6	23.9

The data sources for attainment data are as follows: FSP = DfE Published SFR, 28/11/24. KS2 = DfE Provisional SFR, September 2024. KS4 = 2023 DfE Published SFR, 01/02/24 (Provisional 2024 data due December). KS5 = 2024 DfE Published SFR, 28/11/24 (A Level data only. Final 2024 data for all Qualification types will be published in February 2025).

## Directorate Scorecard - Kent KPIs

## Commentary on Integrated Children's Services Indicators:

## Children's Social Care

**RED:** At 73.1% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events such as Canterbury, Gravesend and Medway PRIDE, specific campaigns using social media and use of the "refer a friend" payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a "Fostering Friendly" employer. The service is at the initial stages of developing a "Create a Room" project, to support existing approved foster carers to create an additional bedroom for fostering.

**RED:** The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 54.1% which is below the floor standard of 55.0% and the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.

**AMBER:** The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 84.3%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 85.8% took place within timescale (3 working days).

**AMBER:** The percentage of case holding posts filled by permanent qualified social workers is 75.9%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That has since increased to 17.8% (September 2023) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are continually being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2023 - Social Work Vacancies: Kent 16.0%, England average 18.9%, SE average 17.7%; % Agency Social Workers covering vacancies - Kent 62.3%; England average 74.4%, SE average 74.1%; Social Worker turnover - Kent 19.4%, England average 15.9%, SE average 16.7%.

**AMBER:** The average caseload in the Children in Care (CIC) Teams is 16.4 children, above the target of no more than 15 children/young people. This is improved performance compared to July 2024 when average caseloads reached 17.8 children.

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 20.9 children. This is above the target caseload of no more than 18 children/young people and is an increase from the previous month, 20.0 in September 2024.

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 23.0%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22%, and averages of 19% for Kent's Statistical Neighbours and 27% for the South East (all comparative rates are for 2023/24 performance).

**GREEN:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.1% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 25%, Statistical Neighbours 24% and the South East 25% (2023/24).

**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 70.4%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68% and the South-East 66% and is the same as Kent's Statistical Neighbours of 70% (comparative data is for 2023/24).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 369 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 480 days (for 2022/23) which increased from an average 367 days in 2021/22.

**GREEN:** The percentage of Children's Social Work Case File Audits graded good or outstanding is 86.7%, which is above the 80.0% Target.

## Extensive Early Help

**RED:** The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 30.4%, which is above the target of 25.0%. Some data analysis is being undertaken to explore this further.

**AMBER:** The average caseload within Early Help Units is 13.4 families, moving the previous RAG rating from RED to AMBER. The Target was increased to 20 families for 2024/25.

**GREEN:** The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 92.0%, achieving the target of above 85.0%.

**GREEN:** The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 94.0%, achieving the 85.0% target.

## Commentary on Education Indicators:

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

**RED:** The percentage of CYP registered to EHE who received contact and additional information within 10 school days of them being brought to our attention has almost doubled from 16.5% in July 2024 to 30.2% in October 2024. To address the significant rise in referrals, over 60% compared to the previous year, efforts have been made to streamline processes and reallocate resources from other areas of the service. Looking ahead, we are optimistic about continuing this upward trend in performance over the academic year.

**AMBER:** The percentage of pupils at EYFS achieving a Good Level of Development in 2023/24 at 68.0 was one percentage point below the target of 69.0 but remained just above the performance in England at 67.7%. The FSM gap has widened and is 2.7 percentage points adrift of the target and is wider in Kent than nationally.

**AMBER:** The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap has narrowed since 2022/23 to 26.3 percentage points but is wider than the national gap.

**AMBER:** The Post 16 data Average point score per A Level entry at KS5 [School students only] was 34.16 with a target of 34.40 and fractionally below the England figure of 34.34.

**GREEN:** The new targets set for 2024/25 reflect a nationwide rise in the numbers of children being excluded from school following Covid-19. The latest published figures for exclusions show Kent is making progress despite the increase over the past two years, remaining well below both national and southeast region data when comparing the 2022-23 academic year data. Kent has a published rate for Primary phase permanent exclusions of 0.01 exclusions per 100 school population, compared to 0.03 exclusions per 100 school population for National. For Secondary phase, these rates are 0.03 for Kent and 0.22 for National. Reporting of these rates is based on data from the school census and so there is a significant lag between the exclusions occurring and the DfE published reporting of them.

Schools are responsible for setting their own behaviour management policies and ultimately decide whether to exclude their pupils. However, the Local Authority has a role in supporting pupils and schools and therefore it remains an important measure of inclusion in our schools. The numbers of pupils permanently excluded from the primary phase, as a 12 month rolling average, has reduced to 22 with a target set at 25 as a maximum upper limit (based on the 2023/24 outturn of 26). The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 79 as a maximum upper limit (based on the 2023/24 outturn of 80).

**GREEN:** The percentage of Children Missing Education cases, closed within 30 school days has increased from 72.2% in September to 75.2% in October. The new lower target that has been set reflects the 57% rise in referrals combined with improved service processes which has resulted in better system recording rather than cases actually taking longer to be closed. Expectations around CME numbers increasing continues to be high on the agenda with many areas in Kent presenting with limited or no school spaces.

**GREEN:** The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) in October was 2.5% and is above the target. 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. 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 figures for the Southeast and England are 6.9% and 5.2% respectively.

**GREEN:** The percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics in 2023/24 has increased 2 percentage points since 2022/23 and at 61% is 1 percentage point higher than the target.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

**\*\*Please note that there is no 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 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24			SN or SE					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↓	23.0		
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↓	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↓	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	61	11,667	19,114	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	26	22
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0		
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	45
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↓	61.0	63	62

**Note** - There are no KS1-2 Progress measures for 2023-24 and none planned for 2024-25 as there is no KS1 prior attainment data for the relevant years.

**\*\*Please note that there is no 2019-20 or 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 2022-23	RAG	DOT	Target 2023-24	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2019-20	2020-21	2021-22	2022-23			SE Region					
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	N/A	49.3	47.0	N/A	N/A	51.0	RED	↓	48.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	N/A	18.5	17.8	N/A	N/A	15.0	AMBER	↑	17.5	18.4	14.9
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	N/A	27.3	28.2	N/A	N/A	25.0	RED	↓			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	N/A	16.7	16.3	N/A	N/A	16.0	AMBER	↑	15.0	18.0	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	N/A	39.5	37.9	N/A	N/A	38.0	GREEN	↑	36.0	37.2	36.2
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	N/A	-0.19	-0.12	N/A	N/A	-1.00	GREEN	↓	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	N/A	-0.90	-0.82	N/A	N/A	-0.60	RED	↓	-0.60	-0.80	-0.58
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	N/A	-1.48	-1.48	N/A	N/A	-1.30	AMBER	↓			
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	N/A	-0.70	-0.66	N/A	N/A	-0.47	AMBER	↓	-0.45	-0.51	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	N/A	-1.62	-1.40	N/A	N/A	-1.30	AMBER	↓	-1.12	-1.18	-1.12

**Note** - The DfE postponed the publication of provisional 2023-24 KS4 results until December 2024. This publication was delayed due to quality issues in data submitted by an awarding organisation which were identified in the "Check Your Performance Measures Data" exercise. The publication of the delayed data was too late to be included in this scorecard but it will be included in the next release.

Directorate Scorecard - Ashford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Ashford CSWT						Apr-24	May-24	Jun-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.4	24.5	24.2	24.4	24.3	24.3	23.9	392	1,639	↑	25.0	GREEN	24.4	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		75.0	78.8	83.8	84.8	87.1	88.9	87.2	34	39	↓	90.0	AMBER	74.3	90.0	RED	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.9	20.4	16.7	13.0	15.9	15.6	19.2	19	99	↑	20.0	GREEN	20.6	20.0	GREEN	24.5	24.7
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	69.7	68.0	
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	468	485
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	✓	84.2	78.9	78.9	78.9	78.9	78.9	78.9	15	19	↔	85.0	AMBER	84.2	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	77.6	65.9	72.3	72.3	67.9	67.9	67.9	15.6	23.0	↔	85.0	RED	77.6	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	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	27.5	20.5	22.6	22.6	22.5	23.1	477	20.6	↓	18.0	RED	21.1	18.0	AMBER	N/A	N/A
Ashford EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.7	30.8	30.4	30.2	30.0	30.3	31.3	285	912	↓	25.0	RED	30.4	25.0	RED	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.2	98.9	99.5	99.2	99.1	99.1	99.4	321	323	↑	85.0	GREEN	97.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		13.7	14.4	14.8	14.4	13.6	13.5	13.9	41	296	↓	15.0	GREEN	13.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		9.2	10.4	14.1	10.9	10.6	12.1	12.9	142	11.0	↑	20.0	AMBER	10.4	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		22.7	19.0	22.7	37.5	6	16	↓	32.9	RED	22.7	28.7	GREEN	31.0	32.2

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Measure	Numerator	Denominator									
												Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		10.0	18.2	50.0	50.0	46.2	72.2	78.6	11	14	↑	60	GREEN	46.2	45	GREEN	46.1	50.3	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.3	3.2	3.5	3.5	3.2	2.3	2.3	80	3,514	↔	2.8	GREEN	3.2	2.8	AMBER	2.5	2.8	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.5	10.5	10.6	9.7	10.2	10.2	9.2	157	1,712	↑	9	AMBER	10.2	9	AMBER	N/A	N/A	
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	1	N/A	N/A	↑	N/A	N/A	2	N/A	N/A	N/A	N/A	
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		7	6	6	6	6	6	6	N/A	N/A	↔	N/A	N/A	6	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		82.3	81.3	76.3	79.8	81.5	79.6	81.7	335	410	↑	65	GREEN	81.5	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		30.4	20.9	20.0	15.7	14.3	21.0	24.0	64	267	↑	60	RED	14.3	95	RED	N/A	N/A	

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
					Summer 22-23	Autumn 23-24	Spring 23-24	Measure	Numerator	Denominator			
								Summer 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		65.7	79.6	75.4	65.0	252	388	↓	64.0	GREEN

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	Measure	Numerator	Denominator						
								2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	67.6	68.6	68.6	992	1,446	69.0	AMBER	↔	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.3	16.0	22.1	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.7	56.9	58.9	988	1,676	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28.7	26.8	26.8	N/A	N/A	24.0	AMBER	↔	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.2	45.8	45.8	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	19.3	16.9	16.9	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	36.50	32.8	32.83	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.66	28.9	28.88	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	28.68	29.7	29.72	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.1	4.5	4.9	5.0	1,084	21,617	4.8	AMBER	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.3	18.9	15.5	16.6	1,621	9,757	16.5	AMBER	↓	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.6	31.8	30.8	26.7	2,345	8,777	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
											Oct-24										
Canterbury CSWT					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		24.8	25.1	26.4	27.2	27.2	27.3	28.2	429	1,521	↓	25.0	AMBER	23.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		98.7	98.7	98.7	98.6	98.6	98.6	98.6	69	70	↔	90.0	GREEN	98.6	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	11.0	11.3	11.8	13.6	16.0	14.7	17.4	19	109	↑	20.0	AMBER	10.5	20.0	RED	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	96.3	96.6	96.6	100.0	100.0	100.0	100.0	29	29	↔	85.0	GREEN	96.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	84.6	84.6	84.6	88.5	88.5	84.6	84.6	22.0	26.0	↔	85.0	AMBER	81.5	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	
SCS43	Average caseloads in the CSWT Teams	L	MS		25.1	25.7	26.2	26.7	27.6	29.8	30.9	617	20.0	↓	18.0	RED	25.3	18.0	RED	N/A	N/A
Canterbury EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.4	26.7	27.5	28.3	27.7	28.9	28.9	243	840	↔	25.0	AMBER	26.2	25.0	AMBER	21	N/A
EH13-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		94.8	94.3	92.8	90.9	90.6	91.4	91.7	386	421	↑	85.0	GREEN	94.5	85.0	GREEN	N/A	N/A
	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	16	16	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		13.0	14.5	14.3	13.3	14.0	12.8	12.1	34	280	↑	15.0	GREEN	13.6	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		16.9	16.5	13.4	13.5	11.8	11.8	13.8	200	14.5	↑	20.0	AMBER	16.3	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		40.0	40.9	44.4	50.0	24	48	↓	32.9	RED	40.0	28.7	RED	31.0	32.2



Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
												Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24											
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		18.2	6.3	18.2	48.0	45.5	53.3	81.8	9	11	↑	60	GREEN	45.5	45	GREEN	46.1	50.3	
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	2.7	3.0	3.1	3.3	2.6	3.1	107	3,430	↓	2.8	AMBER	3.3	2.8	AMBER	2.5	2.8	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.8	11.9	10.3	11.4	11.1	11.0	11.5	221	1,920	↓	9	RED	11.1	9	RED	N/A	N/A	
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	4	3	3	3	2	1	N/A	N/A	↑	N/A	N/A	3	N/A	N/A	N/A	N/A	
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	5	4	4	4	4	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.8	84.5	77.5	79.9	80.5	72.3	76.4	266	348	↑	65	GREEN	80.5	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		29.0	21.0	19.7	15.3	17.5	29.1	33.3	95	285	↑	60	RED	17.5	95	RED	N/A	N/A	

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY14	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		57.5	69.7	67.9	61.6	218	354	↑	64.0	AMBER

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	61.9	65.0	67.0	977	1,459	69.0	AMBER	↑	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	31.3	20.6	29.3	N/A	N/A	22.0	RED	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.7	56.6	56.6	887	1,566	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	35.3	35.5	32.5	N/A	N/A	24.0	RED	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.1	46.2	46.2	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.4	16.7	16.7	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.10	33.2	33.19	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.98	30.2	30.24	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.26	31.2	31.23	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.3	5.1	5.4	5.7	1,253	22,050	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	19.8	18.2	17.7	1,666	9,405	16.5	RED	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.4	30.6	28.1	26.1	2,298	8,797	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Apr-24	May-24	Jun-24	Jul-24								
Dartford CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.1	21.3	20.8	22.4	22.5	22.9	22.8	355	1,556	↑	25.0	GREEN	20.4	25.0	GREEN	19.2	22.4
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	20	20	↔	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	✓	11.0	11.8	14.4	13.1	10.7	13.2	13.0	10	77	↓	20.0	AMBER	7.1	20.0	RED	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	79.2	75.0	75.0	79.2	79.2	75.0	75.0	18	24	↔	85.0	AMBER	79.2	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	68.7	67.9	67.9	63.6	63.6	67.9	76.6	17.6	23.0	↑	85.0	AMBER	68.7	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.4	23.7	23.2	23.2	21.5	21.3	22.7	468	20.6	↓	18.0	RED	23.7	18.0	RED	N/A	N/A
Dartford EHU																					
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.6	26.0	25.9	25.9	26.4	26.2	25.0	151	605	↑	25.0	GREEN	27.2	25.0	AMBER	21	N/A
EH15-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.8	92.2	91.5	90.9	89.5	88.8	88.2	277	314	↓	85.0	GREEN	94.5	85.0	GREEN	N/A	N/A
	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	↔	85.0	GREEN	100.0	85.0	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		16.8	15.8	16.0	15.3	16.0	14.2	12.5	33	265	↑	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.3	12.5	11.0	9.5	9.0	9.1	10.6	111	10.5	↑	20.0	RED	10.9	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q3 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		31.4	28.6	21.4	28.1	9	31	↑	32.9	GREEN	31.4	28.7	GREEN	31.0	32.2

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		14.3	13.0	18.2	40.0	44.4	57.9	66.7	6	9	↑	60	GREEN	44.4	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	2.8	2.7	2.8	2.6	1.8	2.0	67	3,295	↓	2.8	GREEN	2.6	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.9	11.0	12.9	10.5	10.5	10.6	10.6	167	1,578	↔	9	RED	10.5	9	AMBER	N/A	N/A
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	1	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		17	18	19	19	19	18	16	N/A	N/A	↑	N/A	N/A	19	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		79.5	78.1	71.2	73.8	76.4	64.8	68.0	478	703	↑	65	GREEN	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		35.0	26.8	25.5	19.8	23.6	33.6	36.2	93	257	↑	60	RED	23.6	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		58.3	70.3	60.6	57.8	190	329	↓	64.0	RED

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.3	70.7	68.4	1,126	1,645	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	26.5	25.0	24.7	N/A	N/A	22.0	AMBER	↑	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.2	64.6	67.1	112	1,671	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	25.1	25.2	21.0	N/A	N/A	24.0	GREEN	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	55.5	53.1	53.1	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.2	18.6	18.6	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	37.71	34.0	33.96	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.48	30.7	30.66	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	33.77	33.5	33.54	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		2.4	2.8	3.0	3.2	775	24,358	4.8	GREEN	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.4	17.4	15.2	13.8	1,465	10,600	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		7.5	21.1	22.7	18.8	1,897	10,094	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Apr-24	May-24	Jun-24	Jul-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.7	31.2	30.3	29.4	29.7	29.2	28.6	433	1,514	↑	25.0	AMBER	31.5	25.0	RED	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		89.1	95.7	95.7	93.9	93.9	88.7	88.0	44	50	↓	90.0	AMBER	87.2	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	21.0	22.6	23.1	22.6	22.8	25.0	29.2	28	96	↓	20.0	RED	22.5	20.0	GREEN	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	81.8	85.7	85.7	85.7	85.7	90.9	90.9	20	22	↔	85.0	GREEN	81.8	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	100.0	120.8	100.0	95.7	95.7	91.3	91.3	21.0	23.0	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		25.4	20.1	19.6	22.3	19.7	21.9	21.8	393	18.0	↑	18.0	AMBER	23.4	18.0	RED	N/A	N/A
Dover EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		33.5	33.0	33.1	33.8	32.8	32.3	31.7	288	909	↑	25.0	RED	33.1	25.0	RED	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		80.5	84.1	86.8	90.0	91.9	92.1	91.6	283	309	↓	85.0	GREEN	78.4	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	81.8	81.8	81.8	81.8	72.7	72.7	8	11	↔	85.0	RED	83.3	85.0	AMBER	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.7	14.2	13.9	16.2	14.7	15.9	16.7	35	210	↓	15.0	AMBER	15.1	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		12.7	11.9	14.3	13.1	11.7	13.0	14.0	171	12.2	↑	20.0	AMBER	12.5	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q3 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		30.0	30.6	27.3	18.8	6	32	↑	32.9	GREEN	30.0	28.7	GREEN	31.0	32.2

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Measure	Numerator	Denominator									
												Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		33.3	17.4	34.8	46.4	50.0	69.2	58.3	7	12	↓	60	AMBER	50.0	45	GREEN	46.1	50.3	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		5.3	5.1	4.9	4.9	4.6	3.5	3.9	106	2,685	↓	2.8	RED	4.6	2.8	RED	2.5	2.8	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.8	13.1	11.8	12.6	11.9	11.8	12.0	185	1,545	↓	9	RED	11.9	9	RED	N/A	N/A	
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	1	2	1	1	1	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	1	1	1	1	N/A	N/A	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		89.8	91.8	82.4	82.0	82.2	76.2	77.3	126	163	↑	65	GREEN	82.2	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		28.6	18.9	17.1	16.0	17.1	22.8	27.5	69	251	↑	60	RED	17.1	95	RED	N/A	N/A	

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
					Summer 22-23	Autumn 23-24	Spring 23-24	Measure	Numerator	Denominator			
								Summer 23-24					
ESG41	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		76.0	81.6	68.6	64.9	207	319	↓	64.0	GREEN

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	Measure	Numerator	Denominator						
								2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.9	68.2	67.7	720	1,063	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	14.1	17.9	16.6	N/A	N/A	22.0	GREEN	↑	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	51.9	56.1	54.7	678	1,240	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	21.7	28.5	26.8	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	44.5	42.0	42.0	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.9	17.1	17.1	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.89	32.5	32.51	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.04	24.3	24.28	N/A	N/A	29.20	RED	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.32	24.9	24.92	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.9	4.1	4.5	4.7	765	16,243	4.8	GREEN	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.6	20.7	19.9	18.3	1,377	7,536	16.5	RED	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.1	34.7	35.1	32.7	2,100	6,426	27.0	RED	↑	23.0	23.6	23.9

Directorate Scorecard - Folkestone and Hythe District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Measure	Numerator	Denominator								
Folkestone and Hythe CSWT																						
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.1	26.0	26.3	27.2	27.1	26.3	24.3	334	1,374	↑	25.0	GREEN	25.4	25.0	AMBER	19.2	22.4	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.0	87.5	87.0	96.0	96.3	96.9	94.3	33	35	↓	90.0	GREEN	90.0	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	✓	24.4	27.7	26.0	26.3	27.3	25.9	26.1	36	138	↓	20.0	AMBER	23.9	20.0	AMBER	24.5	24.7	
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			69.7	68.0	
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			468	485	
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	✓	66.7	72.2	72.2	78.9	78.9	85.0	85.0	17	20	↔	85.0	GREEN	66.7	85.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	83.0	75.0	75.0	75.0	75.0	90.0	90.0	18.0	20.0	↔	85.0	GREEN	83.0	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	
SCS43	Average caseloads in the CSWT Teams	L	MS		26.1	24.5	23.8	26.4	24.8	23.5	23.6	496	21.0	↓	18.0	RED	26.9	18.0	RED	N/A	N/A	
Folkestone and Hythe EHU																						
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.9	29.4	30.9	30.8	30.6	29.5	29.9	213	713	↓	25.0	AMBER	29.0	25.0	AMBER	21	N/A	
EH15-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		79.7	83.8	83.1	84.8	84.2	83.7	83.7	200	239	↔	85.0	AMBER	76.6	85.0	AMBER	N/A	N/A	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.9	90.9	90.9	100.0	100.0	100.0	100.0	9	9	↔	85.0	GREEN	90.9	85.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.3	15.0	15.2	14.9	15.3	15.4	14.8	34	230	↑	15.0	GREEN	13.9	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.3	12.6	14.7	13.0	8.4	8.0	10.7	123	11.5	↑	20.0	RED	14.2	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q3 23-24	Q4 23-24	Q1 24-25	Rate	Numerator	Denominator									
											Q2 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		62.5	61.5	68.8	50.0	9	18	↑	32.9	RED	62.5	28.7	RED	31.0	32.2	

Directorate Scorecard - Folkestone and Hythe District

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		6.7	10.5	26.3	35.3	62.5	33.3	75.0	3	4	↑	60	GREEN	62.5	45	GREEN	46.1	50.3
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	3.6	3.4	3.6	3.6	1.8	2.1	51	2,479	↓	2.8	GREEN	3.6	2.8	AMBER	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.9	9.6	8.5	9.1	8.5	8.7	8.4	108	1,285	↑	9	GREEN	8.5	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	1	0	0	0	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A
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
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.2	84.5	75.2	77.2	75.6	77.4	81.3	117	144	↑	65	GREEN	75.6	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		31.0	19.5	19.3	15.0	15.8	23.3	28.6	76	266	↑	60	RED	15.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
Page 45	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		72.7	85.3	81.8	79.4	216	272	↑	64.0	GREEN

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.9	67.1	66.8	762	1,141	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.5	24.2	26.3	N/A	N/A	22.0	RED	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	60.2	59.4	59.2	732	1,237	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	21.0	28.1	24.5	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.1	43.1	43.1	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.4	17.4	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	33.27	31.0	31.04	N/A	N/A	34.40	RED	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.70	30.9	30.87	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	35.80	37.2	37.20	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	5.0	5.2	797	15,315	4.8	AMBER	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.4	18.5	16.5	17.6	1,267	7,184	16.5	RED	↓	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.3	35.1	33.1	29.6	1,699	5,735	27.0	RED	↑	23.0	23.6	23.9

Directorate Scorecard - Gravesham District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Gravesham CSWT						Apr-24	May-24	Jun-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.0	24.4	26.7	26.0	26.0	25.3	23.8	413	1,734	↑	25.0	GREEN	24.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.3	90.0	88.0	86.7	83.9	81.1	79.5	31	39	↓	90.0	RED	96.6	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	12.2	8.8	10.3	11.9	11.6	13.0	13.8	13	94	↑	20.0	AMBER	14.0	20.0	AMBER	24.5	24.7
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			69.7	68.0		
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		
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			468	485		
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		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	90.9	90.9	90.9	100.0	100.0	100.0	100.0	23	23	↔	85.0	GREEN	90.9	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	69.3	69.3	65.1	65.1	65.1	65.1	65.1	15.6	24.0	↔	85.0	RED	73.4	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			
SCS43	Average caseloads in the CSWT Teams	L	MS		20.5	19.2	20.4	21.9	19.3	19.5	18.5	437	23.6	↑	18.0	AMBER	21.5	18.0	AMBER	N/A	N/A
Gravesham EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.1	27.9	28.3	28.1	28.4	28.8	29.1	230	791	↓	25.0	AMBER	28.0	25.0	AMBER	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.8	93.9	93.6	94.4	94.3	94.8	93.8	425	453	↓	85.0	GREEN	94.2	85.0	GREEN	N/A	N/A
	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	10	10	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.7	16.3	17.4	17.1	17.8	16.7	16.5	54	328	↑	15.0	AMBER	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.2	12.8	12.3	13.3	11.4	13.3	13.8	159	11.5	↑	20.0	AMBER	13.0	15.0	GREEN	N/A	N/A

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		29.2	33.3	36.4	40.9	9	22	↓	32.9	RED	29.2	28.7	GREEN	31.0	32.2



Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		26.3	27.3	47.1	37.5	50.0	54.5	75.0	3	4	↑	60	GREEN	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.7	4.4	4.7	4.7	4.7	2.6	2.7	81	2,974	↓	2.8	GREEN	4.7	2.8	RED	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.1	8.7	10.3	8.2	9.3	9.3	9.5	126	1,328	↓	9	AMBER	9.3	9	AMBER	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		4	4	4	4	4	3	3	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		7	6	5	4	4	4	3	N/A	N/A	↑	N/A	N/A	4	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		82.7	81.6	72.0	74.5	75.1	70.4	73.9	480	650	↑	65	GREEN	75.1	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		27.6	21.7	20.9	16.3	20.3	26.5	31.7	69	218	↑	60	RED	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
Page 45	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		43.1	70.2	62.9	51.1	180	352	↑	64.0	RED

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	66.8	67.4	65.0	900	1,385	69.0	RED	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	21.2	15.6	20.6	N/A	N/A	22.0	GREEN	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	61.8	56.6	58.9	857	1,456	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	20.8	26.1	25.8	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.4	46.3	46.3	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	15.6	11.8	11.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	35.37	29.6	29.55	N/A	N/A	34.40	RED	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	31.26	27.2	27.20	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	30.78	35.2	35.21	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		2.7	3.1	3.2	3.2	670	20,637	4.8	GREEN	↔	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	20.5	18.6	17.4	1,558	8,932	16.5	AMBER	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.5	26.0	38.1	21.9	1,791	8,166	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Apr-24	May-24	Jun-24	Jul-24								
Maidstone CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		23.4	23.4	23.4	24.3	24.6	24.8	24.4	548	2243	↑	25.0	GREEN	23.4	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		78.6	83.9	84.4	88.6	89.2	89.7	90.5	38	42	↑	90.0	GREEN	76.0	90.0	RED	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	28.8	31.0	30.8	29.6	29.7	27.4	25.4	32	126	↑	20.0	AMBER	29.1	20.0	RED	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	86.2	89.7	89.7	86.2	86.2	85.7	85.7	24	28	↔	85.0	GREEN	86.2	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	64.0	64.0	59.3	66.2	68.3	68.3	68.3	19.8	29.0	↔	85.0	RED	60.7	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.7	22.1	24.9	24.6	19.4	19.6	23.1	618	26.8	↓	18.0	RED	22.7	18.0	RED	N/A	N/A
Maidstone EHU																					
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.7	29.3	29.3	29.8	29.8	28.5	28.0	329	1,173	↑	25.0	AMBER	28.7	25.0	AMBER	21	N/A
EH15-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.6	96.4	96.7	96.6	96.2	96.2	96.5	681	706	↑	85.0	GREEN	96.4	85.0	GREEN	N/A	N/A
	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	16	16	↔	85.0	GREEN	100.0	85.0	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		15.1	15.7	15.9	16.0	15.2	14.8	14.4	82	569	↑	15.0	GREEN	14.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		16.8	17.3	16.7	18.4	14.0	16.6	18.2	236	13.0	↑	20.0	GREEN	20.2	15.0	RED	N/A	N/A

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q3 23-24								
CYPE8	Rate of proven re-offending by CYP	L	Q		15.4	11.8	16.1	28.9	11	38	↓	32.9	GREEN	15.4	28.7	GREEN	31.0	32.2

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		28.6	16.0	33.3	36.7	53.3	75.0	83.3	10	12	↑	60	GREEN	53.3	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.2	3.1	3.0	3.0	2.6	2.5	2.5	107	4,324	↔	2.8	GREEN	2.6	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.2	7.2	7.6	7.0	6.7	6.8	6.7	136	2,038	↑	9	GREEN	6.7	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	3	4	4	4	4	5	N/A	N/A	↓	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		9	8	10	10	9	7	7	N/A	N/A	↔	N/A	N/A	9	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		78.4	76.5	66.9	70.7	70.5	66.2	70.4	567	805	↑	65	GREEN	70.5	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		27.4	19.9	19.8	13.6	17.8	27.2	31.0	131	423	↑	60	RED	17.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
ESG4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		59.8	74.3	70.3	65.8	311	473	↑	64.0	GREEN

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.2	70.6	69.7	1,448	2,078	69.0	GREEN	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.9	14.8	20.5	N/A	N/A	22.0	GREEN	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	58.5	59.0	60.1	1,296	2,155	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	26.3	22.7	24.8	N/A	N/A	24.0	AMBER	↓	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	50.8	46.7	46.7	N/A	N/A	48.0	AMBER	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	19.0	19.0	19.0	N/A	N/A	17.5	AMBER	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	38.22	34.5	34.47	N/A	N/A	34.40	GREEN	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	29.94	25.9	25.94	N/A	N/A	29.20	RED	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	37.98	30.0	29.99	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.5	5.0	5.5	6.0	1,824	30,250	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.7	18.0	16.8	14.6	1,903	13,015	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		8.0	25.1	24.5	21.8	2,550	11,711	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24																					
											Measure	Numerator	Denominator																													
					Apr-24						May-24											Jun-24						Jul-24						Aug-24						Sep-24		
Sevenoaks North & Tonbridge and Malling CSWT																																										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.8	27.0	25.7	24.8	25.0	25.4	24.2	394	1,628	↑	25.0	GREEN	26.6	25.0	AMBER	19.2	22.4																					
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		81.6	88.0	86.0	85.7	85.7	82.4	79.6	39	49	↓	90.0	RED	78.7	90.0	RED	N/A	N/A																					
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.3	19.1	18.0	18.2	16.7	18.1	17.9	20	112	↓	20.0	GREEN	20.0	20.0	GREEN	24.5	24.7																					
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			69.7	68.0																					
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			468	485																					
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	80.8	81.5	81.5	85.2	85.2	88.9	88.9	24	27	↔	85.0	GREEN	80.8	85.0	AMBER	N/A	N/A																					
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	60.7	60.7	63.0	57.8	57.8	59.3	66.4	18.6	28.0	↑	85.0	RED	71.4	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																					
SCS43	Average caseloads in the CSWT Teams	L	MS		24.0	25.2	23.5	25.3	25.0	24.0	22.6	488	21.6	↑	18.0	RED	22.4	18.0	RED	N/A	N/A																					
Sevenoaks South & Tunbridge Wells CSWT																																										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.4	30.6	30.5	30.8	30.6	30.9	30.5	472	1,550	↑	25.0	RED	30.1	25.0	RED	19.2	22.4																					
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		83.8	89.2	89.7	92.3	91.4	94.3	94.3	33	35	↔	90.0	GREEN	83.3	90.0	AMBER	N/A	N/A																					
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.4	21.9	22.0	29.5	34.4	33.9	36.1	22	61	↓	20.0	RED	25.8	20.0	AMBER	24.5	24.7																					
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			69.7	68.0																					
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			468	485																					
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A																					
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	64.7	56.3	56.3	58.8	58.8	64.7	64.7	11	17	↔	85.0	RED	64.7	85.0	RED	N/A	N/A																					
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	71.4	71.4	71.4	76.2	76.2	76.2	76.2	16.0	21.0	↔	85.0	AMBER	71.4	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																					
SCS43	Average caseloads in the CSWT Teams	L	MS		20.3	24.1	23.3	17.9	17.5	22.1	24.8	417	16.8	↓	18.0	RED	21.7	18.0	AMBER	N/A	N/A																					

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
					Measure	Numerator	Denominator	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24								
Sevenoaks North & Tonbridge and Malling EHU																						
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.6	28.9	28.7	29.1	29.2	29.7	28.7	308	1,074	↑	25.0	AMBER	29.8	25.0	AMBER	21	N/A	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.2	98.2	97.8	97.8	97.9	98.1	98.2	609	620	↑	85.0	GREEN	98.1	85.0	GREEN	N/A	N/A	
	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	11	11	↔	85.0	GREEN	100.0	85.0	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		15.0	16.6	16.0	14.5	14.2	13.8	13.5	68	503	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		14.5	14.5	14.5	14.1	11.8	11.2	13.0	221	17.0	↑	20.0	AMBER	16.2	15.0	AMBER	N/A	N/A	
Sevenoaks South & Tunbridge Wells EHU																						
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.7	27.8	28.1	28.6	28.1	27.7	28.2	224	793	↓	25.0	AMBER	29.0	25.0	AMBER	21	N/A	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.3	96.9	96.6	95.1	94.8	95.3	95.0	339	357	↓	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	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		9.3	9.8	9.9	10.6	10.6	11.1	11.0	34	309	↑	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		15.6	13.0	14.0	17.4	14.5	13.4	12.3	147	12.0	↓	20.0	AMBER	15.6	15.0	AMBER	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q3 23-24	Q4 23-24	Q1 24-25	Rate	Numerator	Denominator								
CYPE8	Rate of proven re-offending by CYP	L	Q		44.0	45.5	45.0	37.5	6	16	↑	32.9	RED	44.0	28.7	RED	31.0	32.2

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		21.4	8.7	27.8	46.2	66.7	85.7	87.5	7	8	↑	60	GREEN	66.7	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.8	3.0	2.8	2.8	2.8	1.7	1.7	45	2,592	↔	2.8	GREEN	2.8	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		13.8	13.5	12.9	13.2	13.1	13.1	13.5	183	1,353	↓	9	RED	13.1	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	2	3	3	3	2	N/A	N/A	↑	N/A	N/A	3	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		11	10	12	12	12	11	10	N/A	N/A	↑	N/A	N/A	12	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.1	70.4	61.1	64.4	65.3	63.5	68.2	152	223	↑	65	GREEN	65.3	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		34.0	25.3	24.1	19.5	21.2	27.6	30.4	75	247	↑	60	RED	21.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		62.0	80.6	76.1	70.5	146	207	↑	64.0	GREEN

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	68.8	72.4	69.0	892	1,292	69.0	GREEN	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	24.8	14.2	36.2	N/A	N/A	22.0	RED	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	63.9	63.5	65.7	927	1,410	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	34.2	39.8	25.9	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.8	41.0	41.0	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	13.6	12.3	12.3	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.91	33.8	33.75	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.76	31.2	31.16	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	N/A	N/A	N/A	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		5.4	5.8	6.0	6.3	824	13,083	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.2	17.7	15.3	13.9	1,160	8,338	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.7	37.6	31.6	27.8	771	2,775	27.0	AMBER	↑	23.0	23.6	23.9

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
												Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24											
Swale Central CSWT																					SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.1	26.9	26.6	26.9	27.8	27.9	27.0	365	1,350	↑	25.0	AMBER	29.2	25.0	AMBER	19.2	22.4	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.7	95.9	92.2	92.3	92.5	92.0	91.3	42	46	↓	90.0	GREEN	95.5	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	✓	22.7	24.0	25.8	25.5	24.7	25.0	22.2	20	90	↑	20.0	GREEN	22.6	20.0	AMBER	24.5	24.7	
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	69.7	68.0		
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	468	485	
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	✓	71.4	75.0	75.0	70.6	70.6	81.3	81.3	13	16	↔	85.0	AMBER	71.4	85.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	63.2	64.6	53.5	53.5	59.0	54.5	54.5	9.8	18.0	↔	85.0	RED	68.4	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		19.2	21.7	31.5	30.1	22.2	21.0	22.8	351	15.4	↓	18.0	RED	22.2	18.0	RED	N/A	N/A	
Swale Island & Rural CSWT																						
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		25.0	23.7	22.3	21.8	22.3	21.7	24.0	245	1,021	↓	25.0	GREEN	25.2	25.0	AMBER	19.2	22.4	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.3	92.9	96.7	96.6	96.2	95.7	95.5	21	22	↓	90.0	GREEN	92.6	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	12.7	12.2	8.6	11.5	10.3	10.5	13.3	8	60	↑	20.0	AMBER	11.8	20.0	RED	24.5	24.7	
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	69.7	68.0	
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	468	485	
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	✓	94.1	100.0	100.0	100.0	100.0	88.9	88.9	16	18	↔	85.0	GREEN	94.1	85.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	60.0	60.0	60.0	60.0	60.0	75.0	68.8	11.0	16.0	↓	85.0	RED	66.7	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		29.2	25.7	24.2	22.3	17.6	16.1	17.0	238	14.0	↓	18.0	GREEN	26.4	18.0	RED	N/A	N/A	

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
					Measure	Numerator	Denominator	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24								
Swale EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.3	30.7	30.6	30.5	30.4	29.4	28.3	356	1258	↑	25.0	AMBER	30.3	25.0	RED	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.0	93.7	90.2	84.9	82.0	81.5	81.6	398	488	↑	85.0	AMBER	93.8	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.8	93.3	93.3	93.3	93.3	86.7	86.7	13	15	↔	85.0	GREEN	93.8	85.0	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		15.0	15.5	15.2	15.7	15.1	14.6	13.6	47	345	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.9	15.7	16.6	13.4	11.9	13.6	14.5	225	15.5	↑	20.0	AMBER	16.2	15.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Rate	Numerator	Denominator	Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		50.0	38.9	41.7	32.6	14	43	↑	32.9	GREEN	50.0	28.7	RED	31.0	32.2



Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Measure	Numerator	Denominator	Measure	Numerator	Denominator												
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24			SN or SE								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		12.0	15.0	26.1	42.4	65.2	53.3	85.7	12	14	↑	60	GREEN	65.2	45	GREEN	46.1	50.3	
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	4.6	4.4	4.4	4.2	3.0	3.0	114	3,809	↔	2.8	AMBER	4.2	2.8	RED	2.5	2.8	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		11.5	11.6	10.3	10.9	12.5	12.6	12.4	368	2,964	↑	9	RED	12.5	9	RED	N/A	N/A	
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	3	3	4	4	4	3	N/A	N/A	↑	N/A	N/A	4	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		4	4	3	3	3	3	4	N/A	N/A	↓	N/A	N/A	3	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.5	79.6	73.2	74.8	75.0	68.6	70.2	351	500	↑	65	GREEN	75.0	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		27.8	19.4	18.9	16.8	20.4	26.0	35.9	148	412	↑	60	RED	20.4	95	RED	N/A	N/A	

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
					Measure	Numerator	Denominator	Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
APP17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		71.3	83.5	76.4	72.7	356	490	↑	64.0	GREEN

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					Measure	Numerator	Denominator	Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.2	66.8	67.3	1,290	1,918	69.0	AMBER	↑	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	17.2	23.6	20.1	N/A	N/A	22.0	GREEN	↑	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.1	55.6	60.7	1,204	1,984	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	25.6	20.2	24.9	N/A	N/A	24.0	AMBER	↓	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	42.4	42.4	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.6	16.8	16.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	34.50	31.9	31.93	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	31.42	28.7	28.74	N/A	N/A	29.20	AMBER	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	35.12	35.5	35.52	N/A	N/A	36.00	AMBER	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.4	5.4	5.8	6.1	1,491	24,482	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		12.0	22.1	19.3	17.3	2,039	11,820	16.5	AMBER	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		24.2	36.8	33.1	30.4	2,699	8,878	27.0	RED	↑	23.0	23.6	23.9

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Thanet Margate CSWT					Apr-24	May-24	Jun-24	Jul-24								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.0	27.6	28.2	27.1	26.8	26.3	26.2	606	2,316	↑	25.0	AMBER	27.5	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		94.4	94.7	100.0	100.0	100.0	100.0	100.0	45	45	↔	90.0	GREEN	94.4	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	28.2	24.7	19.0	15.5	18.5	18.3	20.8	15	72	↑	20.0	GREEN	28.7	20.0	RED	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	72.2	64.7	64.7	70.6	70.6	76.5	76.5	13	17	↔	85.0	AMBER	72.2	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	80.2	74.0	74.0	72.8	72.8	74.4	74.4	12.6	17.0	↔	85.0	RED	87.7	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		27.5	32.2	30.0	27.0	22.8	19.7	27.6	332	12.0	↓	18.0	RED	26.1	18.0	RED	N/A	N/A
Thanet Ramsgate CSWT					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		12.1	9.1	8.8	6.1	13.5	16.7	14.3	6	42	↑	25.0	GREEN	12.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.9	96.6	96.7	93.1	93.8	93.3	93.9	31	33	↑	90.0	GREEN	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	✓	11.9	9.8	9.5	29.4	33.3	33.9	37.7	20	53	↓	20.0	RED	12.5	20.0	AMBER	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	46.7	46.7	46.7	50.0	50.0	64.7	64.7	11	17	↔	85.0	RED	46.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	60.1	60.1	60.1	60.1	60.1	66.3	72.6	11.6	16.0	↑	85.0	RED	60.1	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		28.5	32.4	31.6	33.3	30.8	21.5	19.0	228	12.0	↑	18.0	AMBER	28.6	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 2023-24	RAG 2023-24	Kent Outturn 2022-23	Target 2022-23	RAG 2022-23	Benchmark Group 2021-22	England 2021-22
					Measure	Numerator	Denominator	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24								
Thanet EHU					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24									SN or SE		
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		30.6	30.4	28.5	26.5	27.3	27.7	28.5	274	963	↓	25.0	AMBER	30.2	25.0	RED	21	N/A	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		92.5	93.2	93.8	92.9	90.7	90.0	89.3	460	515	↓	85.0	GREEN	92.7	85.0	GREEN	N/A	N/A	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.5	89.5	89.5	89.5	89.5	88.9	88.9	16	18	↔	85.0	GREEN	90.5	85.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.9	15.3	16.5	17.3	17.9	18.7	19.6	78	398	↓	15.0	AMBER	14.8	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.0	12.7	13.9	13.7	11.8	12.5	12.1	211	17.4	↓	20.0	AMBER	12.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Rate	Numerator	Denominator	Rate	Numerator	Denominator								
					Q3 23-24	Q4 23-24	Q1 24-25	Q2 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		17.5	25.0	21.0	17.5	11	63	↑	32.9	GREEN	17.5	28.7	GREEN	31.0	32.2

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		25.0	9.1	45.5	50.0	42.9	60.0	75.0	9	12	↑	60	GREEN	42.9	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		6.1	6.2	6.4	5.9	5.4	3.1	3.1	109	3,510	↔	2.8	AMBER	5.4	2.8	RED	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.4	12.4	11.7	12.4	11.6	11.7	11.6	256	2,206	↑	9	RED	11.6	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	2	2	2	2	1	2	N/A	N/A	↓	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	3	2	2	2	2	2	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.8	83.1	72.6	72.7	74.1	72.5	77.0	364	473	↑	65	GREEN	74.1	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		29.8	19.5	18.4	16.7	18.2	26.3	29.0	108	372	↑	60	RED	18.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY14	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		73.8	86.5	78.3	72.9	365	501	↓	64.0	GREEN

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	60.1	61.2	60.1	869	1,447	69.0	RED	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.7	21.0	24.6	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	52.2	53.9	55.1	891	1,618	60.0	RED	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	22.6	22.8	19.5	N/A	N/A	24.0	GREEN	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	44.1	44.1	N/A	N/A	48.0	RED	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	15.3	15.8	15.8	N/A	N/A	17.5	GREEN	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	32.93	32.35	32.35	N/A	N/A	34.40	AMBER	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	34.24	30.49	30.49	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	47.00	40.36	40.36	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		5.1	5.9	6.3	6.6	1,329	20,137	4.8	RED	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		15.7	24.7	22.0	20.7	1,938	9,382	16.5	RED	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.2	31.3	32.2	29.2	2,312	7,908	27.0	RED	↑	23.0	23.6	23.9

Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Measure	Numerator	Denominator								
					Oct-24																
Sevenoaks North & Tonbridge and Malling CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.8	27.0	25.7	24.8	25.0	25.4	24.2	394	1,628	↑	25.0	GREEN	26.6	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		81.6	88.0	86.0	85.7	85.7	82.4	79.6	39	49	↓	90.0	RED	78.7	90.0	RED	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	19.3	19.1	18.0	18.2	16.7	18.1	17.9	20	112	↓	20.0	GREEN	20.0	20.0	GREEN	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	80.8	81.5	81.5	85.2	85.2	88.9	88.9	24	27	↔	85.0	GREEN	80.8	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	60.7	60.7	63.0	57.8	57.8	59.3	66.4	18.6	28.0	↑	85.0	RED	71.4	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	
SCS43	Average caseloads in the CSWT Teams	L	MS		24.0	25.2	23.5	25.3	25.0	24.0	22.6	488	21.6	↑	18.0	RED	22.4	18.0	RED	N/A	N/A
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		29.6	28.9	28.7	29.1	29.2	29.7	28.7	308	1,074	↑	25.0	AMBER	29.8	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.2	98.2	97.8	97.8	97.9	98.1	98.2	609	620	↑	85.0	GREEN	98.1	85.0	GREEN	N/A	N/A
	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	11	11	↔	85.0	GREEN	100.0	85.0	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		15.0	16.6	16.0	14.5	14.2	13.8	13.5	68	503	↑	15.0	GREEN	15.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		14.5	14.5	14.5	14.1	11.8	11.2	13.0	221	17.0	↑	20.0	AMBER	16.2	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q3 23-24	Q4 23-24	Q1 24-25	Rate	Numerator	Denominator								
					Q2 24-25													
CYPE8	Rate of proven re-offending by CYP	L	Q		14.3	12.5	26.1	32.0	8	25	↓	32.9	GREEN	14.3	28.7	GREEN	31.0	32.2

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends							Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
												Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24			SN or SE								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		25.0	13.3	16.7	27.8	36.4	66.7	83.3	10	12	↑	60	GREEN	36.4	45	AMBER	46.1	50.3	
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	2.9	2.9	2.9	2.7	2.0	2.2	71	3,273	↓	2.8	GREEN	2.7	2.8	GREEN	2.5	2.8	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.7	7.6	7.1	7.2	7.2	7.1	6.9	106	1,546	↑	9	GREEN	7.2	9	GREEN	N/A	N/A	
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	2	2	2	2	3	3	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		10	10	10	10	11	13	16	N/A	N/A	↓	N/A	N/A	11	N/A	N/A	N/A	N/A	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.8	69.2	68.5	71.8	73.9	73.5	74.2	121	163	↑	65	GREEN	73.9	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		27.2	18.9	17.7	14.3	15.0	20.2	23.2	63	272	↑	60	RED	15.0	95	RED	N/A	N/A	

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY14	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		64.3	74.1	69.7	77.2	176	228	↑	64.0	GREEN

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	70.6	69.8	72.0	1,098	1,525	69.0	GREEN	↑	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.1	33.3	29.8	N/A	N/A	22.0	RED	↑	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.1	60.5	63.7	1,114	1,750	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	33.5	32.7	31.7	N/A	N/A	24.0	RED	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	55.9	53.3	53.3	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	23.0	22.1	22.1	N/A	N/A	17.5	RED	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	41.92	39.4	39.38	N/A	N/A	34.40	GREEN	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	32.48	30.7	30.71	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	31.84	32.5	32.49	N/A	N/A	36.00	RED	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.9	4.3	4.5	4.7	1,103	23,677	4.8	GREEN	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		5.5	15.5	14.3	14.0	1,463	10,424	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		10.6	28.7	26.8	23.4	2,415	10,309	27.0	GREEN	↑	23.0	23.6	23.9

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
											Oct-24										
Sevenoaks South & Tunbridge Wells CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.4	30.6	30.5	30.8	30.6	30.9	30.5	472	1,550	↑	25.0	RED	30.1	25.0	RED	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		83.8	89.2	89.7	92.3	91.4	94.3	94.3	33	35	↔	90.0	GREEN	83.3	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.4	21.9	22.0	29.5	34.4	33.9	36.1	22	61	↓	20.0	RED	25.8	20.0	AMBER	24.5	24.7
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			69.7	68.0	
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			468	485	
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	✓	64.7	56.3	56.3	58.8	58.8	64.7	64.7	11	17	↔	85.0	RED	64.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	71.4	71.4	71.4	76.2	76.2	76.2	76.2	16.0	21.0	↔	85.0	AMBER	71.4	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	
SCS43	Average caseloads in the CSWT Teams	L	MS		20.3	24.1	23.3	17.9	17.5	22.1	24.8	417	16.8	↓	18.0	RED	21.7	18.0	AMBER	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.7	27.8	28.1	28.6	28.1	27.7	28.2	224	793	↓	25.0	AMBER	29.0	25.0	AMBER	21	N/A
EH32-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.3	96.9	96.6	95.1	94.8	95.3	95.0	339	357	↓	85.0	GREEN	96.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		91.7	91.7	91.7	91.7	91.7	91.7	91.7	11	12	↔	85.0	GREEN	91.7	85.0	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		9.3	9.8	9.9	10.6	10.6	11.1	11.0	34	309	↑	15.0	GREEN	10.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		15.6	13.0	14.0	17.4	14.5	13.4	12.3	147	12.0	↓	20.0	AMBER	15.6	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 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q3 23-24	Q4 23-24	Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		35.7	37.5	52.4	50.0	12	24	↓	32.9	RED	35.7	28.7	AMBER	31.0	32.2

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24										
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		11.1	6.3	26.7	43.8	50.0	90.0	60.0	3	5	↓	60	GREEN	50.0	45	GREEN	46.1	50.3
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	2.6	2.6	2.5	2.3	1.5	1.5	45	2,949	↔	2.8	GREEN	2.3	2.8	GREEN	2.5	2.8
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.5	10.4	10.8	9.5	9.2	9.2	9.0	88	977	↑	9	GREEN	9.2	9	AMBER	N/A	N/A
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	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		9	9	8	9	9	10	10	N/A	N/A	↔	N/A	N/A	9	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		87.2	86.8	82.5	82.7	83.6	78.2	79.7	157	197	↑	65	GREEN	83.6	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		39.6	25.3	24.4	18.0	20.3	29.0	31.2	59	189	↑	60	RED	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Summer 2023-24	RAG 2023-24
								Measure	Numerator	Denominator			
					Summer 22-23	Autumn 23-24	Spring 23-24	Summer 23-24					
EY	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		62.3	78.8	71.4	68.8	132	192	↑	64.0	GREEN

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
					2020-21	2021-22	2022-23	2023-24								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	66.6	69.2	71.9	878	1,221	69.0	GREEN	↑	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	29.3	28.0	33.3	N/A	N/A	22.0	RED	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	63.4	63.4	68.6	905	1,320	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	31.1	38.2	25.6	N/A	N/A	24.0	AMBER	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	56.6	53.5	53.5	N/A	N/A	48.0	GREEN	↔	47.0	47.4	46.3
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.2	22.3	22.3	N/A	N/A	17.5	RED	↔	17.0	18.4	14.9
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		N/A	42.35	37.8	37.75	N/A	N/A	34.40	GREEN	↔	34.80	35.02	34.34
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		N/A	33.16	29.2	29.20	N/A	N/A	29.20	GREEN	↔	30.00	29.34	30.93
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		N/A	37.25	37.2	37.22	N/A	N/A	36.00	GREEN	↔	38.00	32.69	33.17
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.7	3.9	4.2	4.3	847	19,774	4.8	GREEN	↓	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	N/A	N/A	N/A					82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.6	15.9	14.6	12.6	993	7,890	16.5	GREEN	↑	15.8	14.1	14.7
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		7.5	23.4	21.0	16.4	1,336	8,139	27.0	GREEN	↑	23.0	23.6	23.9



Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
<b>Activity-Volume Measures</b>				
CYPE10	Number of Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE11	Number of Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE12	Number of Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2024 School Census	July 2024
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2024 School Census	July 2024
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of Oct 2024	Nov 2024
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of Oct 2024	Nov 2024
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of Oct 2024	Nov 2024
FD01- <del>D</del>	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2024	Nov 2024
FD14- <del>D</del>	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Oct 2024	Nov 2024
FD02- <del>D</del>	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Oct 2024	Nov 2024
FD03- <del>D</del>	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Oct 2024	Nov 2024
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of Oct 2024	Nov 2024
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Child Protection cases	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Children in Care	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
	Number of Care Leavers	Liberi	Snapshot data as at end of Oct 2024	Nov 2024
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Oct 2024	Nov 2024
FS3	Number of Focused Support Requests started during the month	Core+	Snapshot data as at end of month - N/A	N/A
FS3a	Number of Focused Support Requests started during the month - by Children Centre	Core+	Snapshot data as at end of month - N/A	N/A
FS3b	Number of Focused Support Requests started during the month - by Youth Hub	Core+	Snapshot data as at end of month - N/A	N/A
FS8	Percentage of Focused Support Requests supported by Open Access after 3 months	Core+	Snapshot data as at end of month - N/A	N/A
TS3	Number of Clients supported (interventions and sessions)	Core+	Snapshot data as at end of month - N/A	N/A
<b>SEND Indicators</b>				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of Oct 2024	Nov 2024

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
<b>Key Performance Indicators</b>				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at Oct 2024	Nov 2024
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2024	Nov 2024
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to Oct 2024	Nov 2024
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2024	Nov 2024
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at Oct 2024	Nov 2024
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2024	Nov 2024
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at Oct 2024	Nov 2024
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at Oct 2024	Nov 2024
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at Oct 2024	Nov 2024
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 2 reporting for 2024-25	Nov 2024
SISE7	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at Oct 2024	Nov 2024
CYPE6	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCps	Synergy - monthly reported data	Snapshot as at Oct 2024	Nov 2024
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to Oct 2024	Nov 2024
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to Oct 2024	Nov 2024
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to Oct 2024	Nov 2024
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 Oct 2024	Nov 2024
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 August 2024	Aug 2024
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published/MI Calcs (LA & District)	Nov 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 DfE Published/MI Calcs (LA & District)	Nov 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Sept 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE dataset/MI Calcs (LA & District)	Sept 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2022-23 DfE Published (LA) NPD (District)	Feb 2024
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA) & 2022-23 NPD (District)	Nov 2024
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) & 2022-23 NPD (District)	Feb 2024
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2022-23 DfE Published (LA) & 2022-23 NPD (District)	Feb 2024
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	Aut 2023 & Spring 2024 MI Calcs (LA & Distr)	July 2024

Indicator Definitions

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

Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).
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.

Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
APP17	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.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. 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.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. 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.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
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
Page 65	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.
<b>Key Performance Indicators</b>		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
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
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE12a	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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From: Roger Gough, Leader of the Council  
Peter Oakford, Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services  
Rory Love, Cabinet Member for Education  
Sue Chandler, Cabinet Member for Integrated Children's Services

To: Children's Young People and Education Cabinet Committee 16 January 2025

Subject: **Draft Revenue Budget 2025-26 and Medium Term Financial Plan (MTFP) 2025-28 Update, and Draft Capital Programme 2025-35**

Classification: **Unrestricted**

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### **Summary:**

This report sets out for further consideration the material changes to the administration's draft revenue budget proposals for 2025-26 from those presented to committees in November for the Cabinet portfolios and directorates relevant to this committee. As with the November report this is a tailored report for each committee. The update includes the following information relevant to the Cabinet Committee's portfolio(s):

- Full year effect of variances reported in quarter two 2024-25 budget monitoring report
- Latest projections for price indices applied for contractual price uplifts
- Latest activity/demand/cost trends
- Spending and income arising from Autumn 2024 Budget statement, Provisional Local Government Finance Settlement (PLGFS) and departmental grant announcements
- Updated savings and income forecasts including further progress on £19.8m policy savings to replace one-offs in 2024-25

Appendices to the report set out the draft capital programme and significant changes to the revenue budget since the draft published in November.

The administration's final 2025-26 draft budget, 2025-28 Medium Term Financial Plan (MTFP) and Capital Programme 2025-35 will be published in full for Cabinet endorsement on 30<sup>th</sup> January. This will need to show a balanced revenue position for 2025-26 and fully funded capital programme.

### **Recommendations:**

The Children's, Young People and Education Cabinet Committee is asked to:

- a) NOTE the update to administration's draft revenue budget proposals
  - b) NOTE and COMMENT on draft capital programme
  - d) Propose, to the Executive, any changes which should be made to the administration's draft budget proposals related to the Cabinet Committee's portfolio area before the final draft is considered by Cabinet on 30th January 2025 and presented to Full County Council on 13th February 2025.
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## **1. Background and Context**

1.1 The setting of the budget is a decision reserved for Full Council. The Council's Constitution requires that a draft Budget is issued for consideration to Cabinet Committees and the Scrutiny Committee to allow for their comments and any recommendations to be considered before the final budget proposals are made to Full Council.

1.2 The Council is under a legal duty to set a balanced and sustainable budget within the resources available from local taxation and central government grants and to maintain adequate reserves. This duty applies to the final draft budget presented for Full Council approval at the annual budget meeting. The overall purpose of the budget is to ensure that the Council continues to plan for revenue and capital spending which is affordable, reflects the Council's strategic priorities, allows the Council to fulfil its statutory responsibilities and continues to maintain and improve the Council's financial resilience.

1.3 A 3-year MTFP covering the entirety of the resources available to the Council is the best way that resource prioritisation and allocation decisions can be considered and agreed in a way that provides a stable and considered approach to service delivery and takes into account relevant risks and uncertainty.

1.4 The administration's updated draft revenue budget 2025-26 proposals are now balanced in principle pending Cabinet endorsement. This includes resolution of the £11.4m unresolved balances in the November draft. The resolution comes from a mix of updated spending growth, updated savings and income plans, and increased/new grants in the PLGFS and other departmental grants. The timing of the £19.8m policy savings required to replace the use of one-offs to balance 2024-25 budget remains an issue for 2025-26 although this is now proposed to be resolved through a combination of funding qualifying revenue expenditure from capital receipts and extension of New Homes Bonus grant, with significantly less required from a loan from reserves.

1.5 The plans for 2026-27 and 2027-28 in the MTFP continue to be indicative based upon a set of assumptions for spending/savings & income, and funding. The plans for 2026-27 and 2027-28 are broadly balanced albeit at a high-level at this stage pending further detail of reforms to local authority funding and multi-year settlement. The illustrative plans set out the possible trajectory based upon current policy assumptions, although other scenarios are possible. There is a balance to be struck between planning for what is currently known (which are the factors cited above) and the likelihood of an improvement in the financial position via any additional Government support (including update and reform of current methodologies) or improved tax returns, with the risk being managed through reserves.

1.6 The draft Capital Programme has been prepared on the basis that only fully funded projects are included, with a separate schedule of potential projects which could be considered for inclusion in future programmes once funding has been secured. The programme is based on the presumption that there will be no new borrowing to fund new schemes. The plan includes the rephasing of projects as result of 2023-24 outturn as well as new fully funded schemes, invest to save projects, and resolution of outstanding funding on essential commitments arising since the original programme was published.

1.7 This report focuses on the key policy considerations within the administration's draft budget proposals (updated revenue plans and capital programme) for each Cabinet

portfolio. This focussed report allows Cabinet Committees to specifically consider the parts of the Budget that fall within their remit. The Scrutiny Committee will receive the budget proposals for the whole Council as the role of the Scrutiny Committee is to review and challenge the overall budget. An updated interactive dashboard is also available via the link at point 10 of background documents to Members, enabling the details of revenue proposals to be examined and scrutinised, including a new dashboard covering the £19.8m required savings to replace one-off used to balance 2024-25 budget.

1.8 Separate appendices are included which set out:

- High Level Summary of draft capital programme 2025-35 (Appendix A)
- Detail of capital programme 2025-35 for Children’s, Young People and Education directorate (Appendix B)
- Projects under consideration for future capital programmes (Appendix C)
- An updated high-level summary of the administration’s draft revenue plans 2025-28 (Appendix D)
- a summary of the updated revenue plan for Children’s, Young People and Education directorate for 2025-26 (Appendix E)
- Budget risk register (Appendix F)

These, together with the previous reports in November, provide the same level of background information as presented to Cabinet Committees and the Scrutiny Committee in previous years.

1.9 Following consideration of updated revenue plans and draft capital programme, a revised draft of the administration’s final budget proposals will be published for Cabinet endorsement at the meeting on 30 January 2025 (including consideration of issues raised and alternative proposals raised at Cabinet Committees and the Scrutiny Committee) prior to final approval at County Council in February 2025.

## 2. Key Policy Considerations for Children’s, Young People and Education Cabinet Committee

### Updated Revenue Proposals

2.1 Appendix E outlines the draft changes to the spending and savings proposals for the CYPE Directorate presented to the CYPE Cabinet Committee in November. The table below summarises these changes by Cabinet Member.

Table 1	Rory Love (Education)			Sue Chandler (Integrated Children’s Services)			CYPE Directorate Total		
Draft MTFP Presentation	Spend £’ms	Saving £’ms	Net £’ms	Spend £’ms	Saving £’ms	Net £’ms	Spend £’ms	Saving £’ms	Net £’ms
November	18.3	-14.1	4.2	17.2	-8.1	9.2	35.5	-22.1	13.4
Latest	15.1	-14.0	1.1	25.2	-7.2	18.0	40.3	-21.2	19.1
<b>NET TOTAL CHANGE</b>	<b>-3.2</b>	<b>0.1</b>	<b>-3.1</b>	<b>+8.0</b>	<b>+0.9</b>	<b>+8.9</b>	<b>+4.8</b>	<b>+0.9</b>	<b>+5.7</b>

### Education Specific Changes to Draft Budget Proposals

2.2 The overall budget requirement for the Education portfolio has reduced by -£3m relating to updated price assumptions and slowing trend in higher costs:

- Proposals relating to the provision for costs associated with inflationary rises in 25-26 for school transport has been updated to reflect the latest price inflation forecasts resulting in a reduction to the growth request from £4.8m to £3.9m based on the Sept Consumer Price Index (-£0.9m).
- The forecast average cost of transporting children with SEN has continued to reduce during 2024-25, where the historic trend of rising costs appears to be slowing, resulting in a higher underspend than initially estimated. The draft MTFP has been updated to reflect this increased underspend reported as part of the quarter 2 monitoring report to Cabinet on [28<sup>th</sup> November](#) resulting in a -£2.3m further rebasing opportunity. This slowing trend in rising costs has happen more quickly than originally anticipated through the combined benefits of related transformation activities, policy changes and tendering of more efficient contracts. The demand and cost drivers (along with related savings) will be further reviewed based on the most update to date monitoring ahead of County Council, to identify any further changes that may be required to reflect this improving position.

### Integrated Children's Services Specific Changes to Draft Budget Proposals

2.3 The overall budget requirement for the Integrated Children's Services portfolio has increased by £8.9m relating to:

- Updating of prices assumptions for 18-25 adult social care (+£0.5m)
- Updating of base budget changes for Disabled Children's Looked After Children's Placements (+£1.0m)
- New Spending Requirement: Children's Social Care Prevention Grant (+£6.2m)
- Removal of saving for the development of the in-house residential offer in 25-26 (+£0.9m).

2.4 The 2025-26 Local Government Settlement included new funding totalling £225m nationally to support the delivery of Children's Wellbeing and Schools Bill reform (known as the Children's Social Care Prevention Grant). Kent's expected spending of £6.2m has been reflected in this MTFP based on the estimated share of the grant. This new funding is planned to be used by CYPE to meet the outcomes of the new Bill, with an expected focus on securing ongoing funding streams for the Early Help service, changes required to deliver the new bill with a focus on improving outcomes for children experiencing edge of care or domestic abuse.

2.5 The pressure continues to increase on the cost of securing placements for Looked After Children with a Disability, as reported in the Quarter 2 monitoring report to Cabinet on 28<sup>th</sup> November, with the updated position reflected in the latest draft MTFP (a further £1m base budget requirement to cover the ongoing overspend, increasing this requirement from £3m to £4m). Whilst complexity is a contributing factor, the lack of suitable placements for our most complex children continues to drive up costs. Similar to transport, the demand and cost drivers will be further reviewed based on the latest monitoring for looked after children's placements ahead of County Council, to identify any further changes that may be required to reflect this challenging position.

- 2.6 Total planned savings for the portfolio have been reduced by £0.9m since November where the saving relating the introduction of an in-house residential offer for high complex children has been delayed until 2026-27. The identification of suitable properties is expected to take longer than initially assumed.
- 2.7 The remaining significant change relates to the 18-25 adult social care budget (for young people with a learning and/or physical disability), which currently forms part of the Supporting Independence Service under CYPE. Price assumptions have been updated in line with Adult Social Care portfolio assumptions (increasing the budget requirement by £0.5m to £2.1m) The future responsibility and presentation of the 18-25 service is subject to a future key decision and the outcome will be reflected in future presentations of the MTFP.
- 2.8 In addition to the changes listed above, the draft MTFP has also been updated to reflect the consolidation of a number of individual Department of Education (DfE) grants into a singular “Children’s and Families” Grant (announced as part of the Local Government Settlement), which had previously funded initiatives relating to supporting families, supported accommodation reforms, staying put, leaving care allowance uplift, extending personal advisors up to 25 and extension of virtual school heads to support previously looked after children – with funding frozen at the same level as 2024-25 with a combined total of £11.3m. A further update to the draft MTFP, will also be made regarding the continuation of the Family Hub Grant for a further year, if details are confirmed in time for County Council in February.

#### Changes between current capital programme and draft programme 2025-35

- 2.9 Appendix A to C set out the draft capital budget proposals for 2025-35. The programme has been updated to reflect the latest forecast changes to the existing programmes for schools maintenance, modernisation, basic need and high needs in line with the available budget and grant announcements. New projects have been limited to those fully funded from grant funding: i.e. projects relating to the expansion of the free entitlement for the childcare sector and wraparound care in primary schools, or invest to save projects such as the new capital project to develop the Council’s own in-house residential provision for the county’s most complex children.

### **3. Contact details**

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### **Background documents**

Below are click-throughs to reports, more information, etc.  
Click on the item title to be taken to the relevant webpage.

- 1 [KCC's Budget webpage](#)
- 2 [KCC's Corporate Risk Register](#) (Governance and Audit Committee 16<sup>th</sup> May 2024)
- 3 [KCC's Risk Management Strategy, Policy and Programme](#) (Governance and Audit Committee 19<sup>th</sup> March 2024)
- 4 [KCC's approved 2024-25 Budget](#)
- 5 Q2 Budget monitoring Report <add link> (Cabinet 28<sup>th</sup> Novem 2024 – item 5)
- 6 [Securing Kent's Future – Budget Recovery Strategy](#)
- 7 [Securing Kent's Future – Budget Recovery Report](#)
- 8 Dashboard – <https://app.powerbi.com/groups/me/apps/0c0c09e7-2b65-40de-a51b-0a21f1d7fa99/reports/c2d85b3d-adcc-41aa-a345-01aed649492b/ReportSection943f2a100173000c470?ctid=3253a20d-c735-4bfe-a8b7-3e6ab37f5f90&experience=power-bi>

**APPENDIX A - CAPITAL INVESTMENT SUMMARY 2025-26 TO 2034-35**

ROW REF	Directorate	Dir	Total Cost	Prior Years Spend	2025-26	2026-27	2027-28	2028-29
					Year 1	Year 2	Year 3	Year 4
					£000s	£000s	£000s	£000s
1	Adult Social Care & Health	ASCH	7,003	3,939	549	515	250	250
2	Children, Young People & Education	CYPE	565,619	162,244	97,113	105,761	53,338	27,325
3	Growth, Environment & Transport	GET	1,278,892	376,870	149,701	146,431	111,087	81,163
4	Chief Executive's Department	CED	3,973	1,634	-1,655	3,994	0	0
5	Deputy Chief Executive's Department	DCED	142,475	44,419	27,746	17,932	11,533	3,945
<b>6</b>	<b>Total Cash Limit</b>		<b>1,997,962</b>	<b>589,106</b>	<b>273,454</b>	<b>274,633</b>	<b>176,208</b>	<b>112,683</b>
<b>Funded By:</b>								
7	Borrowing		441,100	74,485	45,168	85,577	47,705	23,165
8	Property Enterprise Fund (PEF) 2		369	369				
9	Grants		1,107,270	351,956	143,509	110,169	77,192	65,353
10	Developer Contributions		184,067	45,322	34,435	56,608	33,685	10,521
11	Other External Funding e.g. Arts Council, District Contributions etc.		27,182	12,969	11,124	3,089		
12	Revenue Contributions to Capital		85,401	16,146	13,685	6,155	6,528	6,333
13	Capital Receipts		42,315	16,711	16,124	4,446	484	650
14	Recycled Loan Repayments		110,258	71,148	9,409	8,589	10,614	6,661
<b>15</b>	<b>Total Finance</b>		<b>1,997,962</b>	<b>589,106</b>	<b>273,454</b>	<b>274,633</b>	<b>176,208</b>	<b>112,683</b>

**APPENDIX A - CAPITAL INVESTMENT SUMMARY 2025-26 TO 2034-35**

ROW REF	Directorate	Dir	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
			Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			£000s	£000s	£000s	£000s	£000s	£000s
1	Adult Social Care & Health	ASCH	250	250	250	250	250	250
2	Children, Young People & Education	CYPE	22,338	19,500	19,500	19,500	19,500	19,500
3	Growth, Environment & Transport	GET	71,965	68,167	68,087	68,107	70,922	66,392
4	Chief Executive's Department	CED	0	0	0	0	0	0
5	Deputy Chief Executive's Department	DCED	6,150	6,150	6,150	6,150	6,150	6,150
<b>6</b>	<b>Total Cash Limit</b>		<b>100,703</b>	<b>94,067</b>	<b>93,987</b>	<b>94,007</b>	<b>96,822</b>	<b>92,292</b>
<b>Funded By:</b>								
7	Borrowing		25,000	28,000	28,000	28,000	28,000	28,000
8	Property Enterprise Fund (PEF) 2							
9	Grants		61,622	59,143	59,165	59,187	62,002	57,972
10	Developer Contributions		3,406	90				
11	Other External Funding e.g. Arts Council, District Contributions etc.							
12	Revenue Contributions to Capital		6,188	6,184	6,172	6,170	6,170	5,670
13	Capital Receipts		650	650	650	650	650	650
14	Recycled Loan Repayments		3,837					
<b>15</b>	<b>Total Finance</b>		<b>100,703</b>	<b>94,067</b>	<b>93,987</b>	<b>94,007</b>	<b>96,822</b>	<b>92,292</b>



APPENDIX B - CAPITAL INVESTMENT SUMMARY 2025-26 to 2034-35

Children, Young People & Education (CYPE)

ROW REF	Project	Description of Project	Total Cost of Scheme	Prior Years Spend	2025-26	2026-27	2027-28	2028-29
					Year 1	Year 2	Year 3	Year 4
			£000s	£000s	£000s	£000s	£000s	£000s
1	Annual Planned Enhancement Programme [1][2]	Planned and reactive capital projects to keep schools open and operational	82,116		9,699	8,417	8,000	8,000
2	Schools Capital Expenditure funded from Devolved Formula Capital Grants for Individual Schools	Enhancement of schools	45,000		4,500	4,500	4,500	4,500
3	Schools Capital Expenditure funded from Revenue	Expenditure on capital projects by individual schools	50,000		5,000	5,000	5,000	5,000
4	Schools' Modernisation Programme [1][2]	Improving and upgrading school buildings including removal of temporary classrooms	29,229		7,096	6,133	2,000	2,000
5	<b>Total Rolling Programmes [3]</b>		<b>206,345</b>		<b>26,295</b>	<b>24,050</b>	<b>19,500</b>	<b>19,500</b>
<b>Basic Need Schemes - to provide additional pupil places:</b>								
6	Basic Need KCP 2018 [1]	Increasing the capacity of Kent's schools	42,717	41,817	900	0	0	0
7	Basic Need KCP 2019 [1]	Increasing the capacity of Kent's schools	103,383	73,735	23,359	6,289	0	0
8	Basic Need KCP 2021-25 [1]	Increasing the capacity of Kent's schools	14,104	2,288	478	2,834	8,504	0
9	Basic Need KCP 2022-26 [1]	Increasing the capacity of Kent's schools	13,306	6,932	1,500	3,874	1,000	0
10	Basic Need KCP 2023-27 [1][2]	Increasing the capacity of Kent's schools	57,483	3,999	15,795	22,568	13,210	1,573
11	Basic Need KCP 2024-28 [1][2]	Increasing the capacity of Kent's schools	35,189	1,812	9,933	22,120	1,324	0
<b>Other Projects</b>								
12	High Needs Provision	Specific projects relating to high needs provision	82,209	27,258	13,990	22,409	9,800	6,252
13	School Roofs	Structural repairs to school roofs	4,609	4,102	507	0	0	0
14	Childcare Expansion	Grant funding for the provision of new places to support the expansion of 30 hours entitlement places for children aged 9 months - 3 year olds and wraparound provision for primary school aged children.	2,409	282	2,127	0	0	0
15	In-House Residential Provision	Investment into creating in-house provisions for children and young people who are in high costing placements and/or unregulated or unregistered provision.	3,865	19	2,229	1,617	0	0
16	<b>Total Individual Projects</b>		<b>359,274</b>	<b>162,244</b>	<b>70,818</b>	<b>81,711</b>	<b>33,838</b>	<b>7,825</b>
17	<b>Total - Children, Young People &amp; Education</b>		<b>565,619</b>	<b>162,244</b>	<b>97,113</b>	<b>105,761</b>	<b>53,338</b>	<b>27,325</b>

[1] These are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved

[2] Estimated allocations have been included for 2025-26 to 2034-35

[3] Rolling programmes have been included for 10 year capital programme

APPENDIX B - CAPITAL INVESTMENT SUMMARY 2025-26 to 2034-35

Children, Young People & Education (CYPE)

ROW REF	Project	Description of Project	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
			Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			£000s	£000s	£000s	£000s	£000s	£000s
1	Annual Planned Enhancement Programme [1][2]	Planned and reactive capital projects to keep schools open and operational	8,000	8,000	8,000	8,000	8,000	8,000
2	Schools Capital Expenditure funded from Devolved Formula Capital Grants for Individual Schools	Enhancement of schools	4,500	4,500	4,500	4,500	4,500	4,500
3	Schools Capital Expenditure funded from Revenue	Expenditure on capital projects by individual schools	5,000	5,000	5,000	5,000	5,000	5,000
4	Schools' Modernisation Programme [1][2]	Improving and upgrading school buildings including removal of temporary classrooms	2,000	2,000	2,000	2,000	2,000	2,000
5	<b>Total Rolling Programmes [3]</b>		<b>19,500</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>
<b>Basic Need Schemes - to provide additional pupil places:</b>								
6	Basic Need KCP 2018 [1]	Increasing the capacity of Kent's schools	0	0	0	0	0	0
7	Basic Need KCP 2019 [1]	Increasing the capacity of Kent's schools	0	0	0	0	0	0
8	Basic Need KCP 2021-25 [1]	Increasing the capacity of Kent's schools	0	0	0	0	0	0
9	Basic Need KCP 2022-26 [1]	Increasing the capacity of Kent's schools	0	0	0	0	0	0
10	Basic Need KCP 2023-27 [1][2]	Increasing the capacity of Kent's schools	338	0	0	0	0	0
11	Basic Need KCP 2024-28 [1][2]	Increasing the capacity of Kent's schools	0	0	0	0	0	0
<b>Other Projects</b>								
12	High Needs Provision	Specific projects relating to high needs provision	2,500	0	0	0	0	0
13	School Roofs	Structural repairs to school roofs	0	0	0	0	0	0
14	Childcare Expansion	Grant funding for the provision of new places to support the expansion of 30 hours entitlement places for children aged 9 months - 3 year olds and wraparound provision for primary school aged children.	0	0	0	0	0	0
15	In-House Residential Provision	Investment into creating in-house provisions for children and young people who are in high costing placements and/or unregulated or unregistered provision.	0	0	0	0	0	0
16	<b>Total Individual Projects</b>		<b>2,838</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
17	<b>Total - Children, Young People &amp; Education</b>		<b>22,338</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>	<b>19,500</b>

[1] These are projects that are relying on significant elements of unsecured funding and will only go ahead if the funding is achieved

[2] Estimated allocations have been included for 2025-26 to 2034-35

[3] Rolling programmes have been included for 10 year capital programme

## APPENDIX C - POTENTIAL CAPITAL PROJECTS 2025-26 TO 2034-35 BY YEAR

These projects are currently very high level and commencement is subject to business case approval and affordable funding solutions identified.

Directorate	Potential Forthcoming Projects	Description of Project	Total Cost of Scheme	2025-26	2026-27	2027-28	2028-29
			£000s	Year 1 £000s	Year 2 £000s	Year 3 £000s	Year 4 £000s
<b>Shortfall on Council's Office and Highways Network to Maintain Backlogs at Steady State</b>							
DCED	Modernisation of Assets	Maintaining KCC's Office Estate	101,790	5,337	10,248	10,500	12,705
CYPE	Schools Annual Planned Enhancement	Planned and reactive capital projects to keep schools open and operational	53,500	1,000	5,000	5,000	5,500
CYPE	Schools Modernisation Programme	Improving and upgrading school buildings including removal of temporary classrooms	43,500		4,000	4,000	4,500
GET	Highways Asset Management, Annual Maintenance and Programme of Significant and Urgent Safety Critical Works	Maintaining Kent's Roads	1,321,101	105,034	110,285	115,800	121,590
GET	Public Rights of Way	Structural improvements of public rights of way	25,130	2,513	2,513	2,513	2,513
<b>Potential Forthcoming Projects</b>							
ASCH	Extra Care Facilities	Provision of Extra Care Accommodation	16,800		4,000	4,000	8,800
GET	Casualty Reduction/Congestion Management Schemes	Casualty reduction/congestion management scheme	7,500	7,500			
GET	Walking/Cycling/Public Transport Improvement Schemes	Walking, cycling and public transport improvement schemes	43,100	8,200	7,500	6,400	3,000
GET	Transitioning Fleet to EV	Transitioning Fleet to EV	7,500				2,500
GET	Kent Scientific Services	Renewal/Modernisation of laboratory facilities	10,000		10,000		
GET	Programme of Waste site Infrastructure Requirements	Programme of Waste Site Infrastructure Requirements	53,300	5,300	11,000	5,000	16,000
GET	Designated Funds	Programme of projects related to the Lower Thames Crossing	2,737	2,737			
GET	Dover Access Improvements	Levelling Up Fund Round 2 bid to improve the efficiency of the port and also reduce congestion on the strategic and local road network	58,470	58,470			
GET	Thanet Way	Structural improvements to the Thanet Way A299	20,000	5,000	5,000	5,000	5,000
GET	North Thanet Link (formerly known as A28 Birchington)	Creation of a relief road	72,450	2,295	11,419	27,174	28,933
GET	A229 Bluebell Hill M2 and M20 Interchange Upgrades	Scheme to upgrade junctions to increase capacity and provide freeflowing interchange wherever possible	243,000	2,982	2,488	15,114	105,602
DCED	Future Assets	Asset review to include community services, office estate and specialist assets	52,000	6,500	6,500	6,500	6,500
DCED	Further Provision for Member Accommodation in Invicta House	Further Provision for Member Accommodation in Invicta House	3,000		3,000		
DCED	Renewable Energy Programme	Renewable energy source options to work towards Net Zero target	32,000	8,000	7,500	8,000	8,500
<b>Total Potential Forthcoming Projects</b>			<b>2,166,878</b>	<b>220,868</b>	<b>200,453</b>	<b>215,001</b>	<b>331,643</b>

## APPENDIX C - POTENTIAL CAPITAL PROJECTS 2025-26 TO 2034-35 BY YEAR

These projects are currently very high level and commencement is subject to business case approval and affordable funding s

Directorate	Potential Forthcoming Projects	Description of Project	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
			Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			£000s	£000s	£000s	£000s	£'000s	£000s
<b>Shortfall on Council's Office and Highways Network to Maintain Backlogs at Steady State</b>								
DCED	Modernisation of Assets	Maintaining KCC's Office Estate	10,500	10,500	10,500	10,500	10,500	10,500
CYPE	Schools Annual Planned Enhancement	Planned and reactive capital projects to keep schools open and operational	5,500	6,000	6,000	6,500	6,500	6,500
CYPE	Schools Modernisation Programme	Improving and upgrading school buildings including removal of temporary classrooms	4,500	5,000	5,000	5,500	5,500	5,500
GET	Highways Asset Management, Annual Maintenance and Programme of Significant and Urgent Safety Critical Works	Maintaining Kent's Roads	127,669	134,052	140,755	147,793	155,182	162,941
GET	Public Rights of Way	Structural improvements of public rights of way	2,513	2,513	2,513	2,513	2,513	2,513
<b>Potential Forthcoming Projects</b>								
ASCH	Extra Care Facilities	Provision of Extra Care Accommodation						
GET	Casualty Reduction/Congestion Management Schemes	Casualty reduction/congestion management scheme						
GET	Walking/Cycling/Public Transport Improvement Schemes	Walking, cycling and public transport improvement schemes	3,000	3,000	3,000	3,000	3,000	3,000
GET	Transitioning Fleet to EV	Transitioning Fleet to EV	5,000					
GET	Kent Scientific Services	Renewal/Modernisation of laboratory facilities						
GET	Programme of Waste site Infrastructure Requirements	Programme of Waste Site Infrastructure Requirements	16,000					
GET	Designated Funds	Programme of projects related to the Lower Thames Crossing						
GET	Dover Access Improvements	Levelling Up Fund Round 2 bid to improve the efficiency of the port and also reduce congestion on the strategic and local road network						
GET	Thanet Way	Structural improvements to the Thanet Way A299						
GET	North Thanet Link (formerly known as A28 Birchington)	Creation of a relief road	2,629					
GET	A229 Bluebell Hill M2 and M20 Interchange Upgrades	Scheme to upgrade junctions to increase capacity and provide freeflowing interchange wherever possible	67,901	45,617	626	2,670		
DCED	Future Assets	Asset review to include community services, office estate and specialist assets	6,500	6,500	6,500	6,500		
DCED	Further Provision for Member Accommodation in Invicta House	Further Provision for Member Accommodation in Invicta House						
DCED	Renewable Energy Programme	Renewable energy source options to work towards Net Zero target						
	<b>Total Potential Forthcoming Projects</b>		<b>251,712</b>	<b>213,182</b>	<b>174,894</b>	<b>184,976</b>	<b>183,195</b>	<b>190,954</b>

## APPENDIX D - High Level 2025-28 Revenue Plan and Financing

2024-25				2025-26			INDICATIVE FOR PLANNING PURPOSES					
Core £000s	External £000s	Total £000s		Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s
			Original base budget	1,429,506.8	0.0	1,429,506.8	1,526,088.5	0.0	1,526,088.5	1,604,182.4	0.0	1,604,182.4
			internal base adjustments	-836.6	836.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1,315,610.6		1,315,610.6	Revised Base	1,428,670.2	836.6	1,429,506.8	1,526,088.5	0.0	1,526,088.5	1,604,182.4	0.0	1,604,182.4
			<b>SPENDING</b>									
31,721.5		31,721.5	Base Budget Changes	10,425.7	-744.1	9,681.6	-100.0	0.0	-100.0	4,000.0	0.0	4,000.0
35.0		35.0	Reduction in Grant Income	3,234.7	11,276.2	14,510.9	0.0	0.0	0.0	0.0	0.0	0.0
10,798.4	505.1	11,303.5	Pay	21,645.7	626.9	22,272.6	12,524.5	0.0	12,524.5	11,863.6	0.0	11,863.6
49,568.4	1,695.6	51,264.0	Prices	41,407.1	1,944.4	43,351.5	31,361.3	0.0	31,361.3	27,562.6	0.0	27,562.6
85,349.7	284.7	85,634.4	Demand & Cost Drivers - Cost	48,209.4	0.0	48,209.4	46,631.1	0.0	46,631.1	46,631.1	0.0	46,631.1
		0.0	Demand & Cost Drivers - Demand	22,989.0	24,150.3	47,139.3	23,025.6	-15,600.0	7,425.6	22,979.6	-14,200.0	8,779.6
16,393.1	-10,327.3	6,065.8	Government & Legislative	-14,751.5	5,814.5	-8,937.0	454.5	-19,502.4	-19,047.9	3,249.5	-1,898.1	1,351.4
15,712.2	-1,538.8	14,173.4	Service Strategies & Improvements	17,278.5	2,136.2	19,414.7	-757.6	236.5	-521.1	-803.2	-3,995.2	-4,798.4
109,578.3	-9,380.7	200,197.6	<b>TOTAL SPENDING</b>	<b>150,438.6</b>	<b>45,204.4</b>	<b>195,643.0</b>	<b>113,139.4</b>	<b>-34,865.9</b>	<b>78,273.5</b>	<b>115,483.2</b>	<b>-20,093.3</b>	<b>95,389.9</b>
			<b>SAVINGS, INCOME &amp; GRANT</b>									
-36,454.8		-36,454.8	Transformation - Future Cost Increase Avoidance	-30,834.5	0.0	-30,834.5	-10,788.7	0.0	-10,788.7	-10,300.0	0.0	-10,300.0
2,068.7		2,068.7	Transformation - Service Transformation	-4,500.0	0.0	-4,500.0	-1,900.0	0.0	-1,900.0	-400.0	0.0	-400.0
-16,195.0		-16,195.0	Efficiency	469.6	-65.0	404.6	-4,243.5	0.0	-4,243.5	-171.2	0.0	-171.2
-15,406.6	-281.3	-15,687.9	Income	-20,109.3	0.0	-20,109.3	-6,344.6	0.0	-6,344.6	-6,643.8	0.0	-6,643.8
-10,967.6		-10,967.6	Financing	1,001.0	0.0	1,001.0	7,253.3	0.0	7,253.3	-2,166.3	0.0	-2,166.3
-11,910.2	-9.2	-11,919.4	Policy	-8,742.9	0.0	-8,742.9	-14,215.2	0.0	-14,215.2	-12,111.8	0.0	-12,111.8
-88,865.5	-290.5	-89,156.0	<b>TOTAL SAVINGS &amp; INCOME</b>	<b>-62,716.1</b>	<b>-65.0</b>	<b>-62,781.1</b>	<b>-30,238.7</b>	<b>0.0</b>	<b>-30,238.7</b>	<b>-31,793.1</b>	<b>0.0</b>	<b>-31,793.1</b>
	7,210.7	7,210.7	Increases in Grants and Contributions	0.0	-25,209.8	-25,209.8	0.0	18,429.4	18,429.4	0.0	-8,876.7	-8,876.7
-88,865.5	6,920.2	-81,945.3	<b>TOTAL SAVINGS, INCOME &amp; GRANT</b>	<b>-62,716.1</b>	<b>-25,274.8</b>	<b>-87,990.9</b>	<b>-30,238.7</b>	<b>18,429.4</b>	<b>-11,809.3</b>	<b>-31,793.1</b>	<b>-8,876.7</b>	<b>-40,669.8</b>
			<b>MEMORANDUM:</b>									
			Removal of undelivered/temporary savings & grant	32,735.3	3,362.8	36,098.1	10,715.1	19,502.4	30,217.5	800.0	5,470.3	6,270.3
			New & FYE of existing Savings	-71,942.1	-65.0	-72,007.1	-33,259.2	0.0	-33,259.2	-25,949.3	0.0	-25,949.3
			New & FYE of existing Income	-23,509.3	0.0	-23,509.3	-7,694.6	0.0	-7,694.6	-6,643.8	0.0	-6,643.8
			New & FYE of existing Grants	0.0	-28,572.6	-28,572.6	0.0	-1,073.0	-1,073.0	0.0	-14,347.0	-14,347.0
				<b>-62,716.1</b>	<b>-25,274.8</b>	<b>-87,990.9</b>	<b>-30,238.7</b>	<b>18,429.4</b>	<b>-11,809.3</b>	<b>-31,793.1</b>	<b>-8,876.7</b>	<b>-40,669.8</b>
			Prior Year savings rolling forward for delivery in 25-26									
			<b>TOTAL Savings for delivery in 2025-26</b>	<b>-95,451.4</b>	<b>-28,637.6</b>	<b>-124,089.0</b>						

2024-25				2025-26			INDICATIVE FOR PLANNING PURPOSES						
Core £000s	External £000s	Total £000s		Core £000s	External £000s	Total £000s	2026-27			2027-28			
						Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s		
<b>RESERVES</b>													
27,481.5		27,481.5	Contributions to Reserves	42,428.9	14,200.0	56,628.9	43,817.1	14,200.0	58,017.1	43,538.0	34,300.0	77,838.0	
-24,739.6		-24,739.6	Removal of prior year Contributions	-34,545.8	-10,640.0	-45,185.8	-42,028.9	-14,200.0	-56,228.9	-35,796.1	-14,200.0	-49,996.1	
-14,877.4	-1,350.5	-16,227.9	Drawdowns from Reserves	-13,064.7	-25,598.1	-38,662.8	0.0	-9,161.6	-9,161.6	0.0	-291.6	-291.6	
5,318.9	3,811.0	9,129.9	Removal of prior year Drawdowns	14,877.4	1,271.9	16,149.3	13,064.7	25,598.1	38,662.8	0.0	9,161.6	9,161.6	
-6,816.6	2,460.5	-4,356.1	<b>TOTAL RESERVES</b>	<b>9,695.8</b>	<b>-20,766.2</b>	<b>-11,070.4</b>	<b>14,852.9</b>	<b>16,436.5</b>	<b>31,289.4</b>	<b>7,741.9</b>	<b>28,970.0</b>	<b>36,711.9</b>	
113,896.2	0.0	113,896.2	<b>NET CHANGE</b>	<b>97,418.3</b>	<b>-836.6</b>	<b>96,581.7</b>	<b>97,753.6</b>	<b>0.0</b>	<b>97,753.6</b>	<b>91,432.0</b>	<b>0.0</b>	<b>91,432.0</b>	
			UNRESOLVED BALANCE / SURPLUS				-3,959.7	0.0	-3,959.7	2,638.3	0.0	2,638.3	
			ADULT SOCIAL CARE FUNDING UNRESOLVED BALANCE				-15,700.0		-15,700.0	-18,400.0		-18,400.0	
<b>1,429,506.8</b>	<b>0.0</b>	<b>1,429,506.8</b>	<b>NET BUDGET</b>	<b>1,526,088.5</b>	<b>0.0</b>	<b>1,526,088.5</b>	<b>1,604,182.4</b>	<b>0.0</b>	<b>1,604,182.4</b>	<b>1,679,852.7</b>	<b>0.0</b>	<b>1,679,852.7</b>	
Page 82	<b>MEMORANDUM:</b>												
	<b>The net impact on our reserves balances is:</b>												
	27,481.5	0.0	<b>27,481.5</b>	Contributions to Reserves	42,428.9	14,200.0	<b>56,628.9</b>	43,817.1	14,200.0	<b>58,017.1</b>	43,538.0	34,300.0	<b>77,838.0</b>
	-14,877.4	-1,350.5	<b>-16,227.9</b>	Drawdowns from Reserves	-13,064.7	-25,598.1	<b>-38,662.8</b>	0.0	-9,161.6	<b>-9,161.6</b>	0.0	-291.6	<b>-291.6</b>
	<b>12,604.1</b>	<b>-1,350.5</b>	<b>11,253.6</b>	<b>Net movement in Reserves</b>	<b>29,364.2</b>	<b>-11,398.1</b>	<b>17,966.1</b>	<b>43,817.1</b>	<b>5,038.4</b>	<b>48,855.5</b>	<b>43,538.0</b>	<b>34,008.4</b>	<b>77,546.4</b>
	<b>PER INITIAL DRAFT BUDGET</b>												
				GROWTH	117,204.8	12,558.8	129,763.6	117,883.7	-16,436.5	101,447.2	106,103.6	-20,240.3	85,863.3
				SAVINGS, INCOME & GRANT	-41,633.1	7,370.8	-34,262.3	-40,368.6	0.0	-40,368.6	-28,656.1	-8,729.7	-37,385.8
				RESERVES	4,138.3	-20,766.2	-16,627.9	22,909.5	16,436.5	39,346.0	-4,795.2	28,970.0	24,174.8
				<b>NET CHANGE</b>	<b>79,710.0</b>	<b>-836.6</b>	<b>78,873.4</b>	<b>100,424.6</b>	<b>0.0</b>	<b>100,424.6</b>	<b>72,652.3</b>	<b>0.0</b>	<b>72,652.3</b>
<b>CHANGE FROM INITIAL DRAFT BUDGET</b>													
			GROWTH	33,233.8	32,645.6	65,879.4	-4,744.3	-18,429.4	-23,173.7	9,379.6	147.0	9,526.6	
			SAVINGS, INCOME & GRANT	-21,083.0	-32,645.6	-53,728.6	10,129.9	18,429.4	28,559.3	-3,137.0	-147.0	-3,284.0	
			RESERVES	5,557.5	0.0	5,557.5	-8,056.6	0.0	-8,056.6	12,537.1	0.0	12,537.1	
			<b>NET CHANGE</b>	<b>17,708.3</b>	<b>0.0</b>	<b>17,708.3</b>	<b>-2,671.0</b>	<b>0.0</b>	<b>-2,671.0</b>	<b>18,779.7</b>	<b>0.0</b>	<b>18,779.7</b>	

2024-25			2025-26			INDICATIVE FOR PLANNING PURPOSES					
Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s
<b>Funding per the Local Government Finance Settlement &amp; Local Taxation</b>											
	11,806.0				15,680.3			16,101.0			16,448.1
	117,046.1				137,143.6			137,143.6			137,143.6
	26,969.4				26,969.4			26,969.4			26,969.4
	11,686.6				0.0			0.0			0.0
					4,031.2			4,031.2			4,031.2
	1,311.9				0.0			0.0			0.0
					6,207.1			6,207.1			6,207.1
					0.0			0.0			0.0
	147,382.5				149,107.7			152,869.0			156,093.0
	50,014.7				61,701.3			61,701.3			61,701.3
	51,080.2				52,795.4			54,127.2			55,268.7
	2,058.5				1,926.7			0.0			0.0
					9,361.1			9,361.1			9,361.1
	3,544.6				0.0			0.0			0.0
	65,740.7				67,238.1			68,814.4			70,165.5
	2,682.8				0.0			0.0			0.0
	800,320.3				838,626.3			881,450.4			926,897.4
	135,347.0				155,922.5			178,406.7			202,566.3
	2,515.5				-622.2			7,000.0			7,000.0
	<b>1,429,506.8</b>	<b>Total Funding</b>			<b>1,526,088.5</b>			<b>1,604,182.4</b>			<b>1,679,852.7</b>

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## APPENDIX E - CYPE DIRECTORATE (CORE ONLY)

### PROPOSED 2025-26 BUDGET CHANGES BY CABINET MEMBER

	CYPE	Children, Young People & Education		
		Sue Chandler	Rory Love	TOTAL
	Core £000s	Core £000s	Core £000s	Core £000s
Original base budget	429,966.5			
internal base adjustments	-203.7			
<b>Revised Base</b>	<b>429,762.8</b>			
<b>SPENDING</b>				
Base Budget Changes	-3,300.0	1,000.0	-4,300.0	<b>-3,300.0</b>
Reduction in Grant Income	0.0	0.0	0.0	<b>0.0</b>
Pay	343.8	169.7	174.1	<b>343.8</b>
Prices	9,148.5	5,025.8	4,122.7	<b>9,148.5</b>
Demand & Cost Drivers - Cost	17,309.4	6,859.4	10,450.0	<b>17,309.4</b>
Demand & Cost Drivers - Demand	10,626.5	5,976.5	4,650.0	<b>10,626.5</b>
Government & Legislative	0.0	0.0	0.0	<b>0.0</b>
Service Strategies & Improvements	6,207.1	6,207.1	0.0	<b>6,207.1</b>
<b>TOTAL SPENDING</b>	<b>40,335.3</b>	<b>25,238.5</b>	<b>15,096.8</b>	<b>40,335.3</b>
<b>SAVINGS, INCOME &amp; GRANT</b>				
Transformation - Future Cost Increase Avoidance	-10,600.0	0.0	-10,600.0	<b>-10,600.0</b>
Transformation - Service Transformation	-2,450.0	-2,050.0	-400.0	<b>-2,450.0</b>
Efficiency	-1,891.5	-1,500.0	-391.5	<b>-1,891.5</b>
Income	-148.4	-40.0	-108.4	<b>-148.4</b>
Financing	0.0	0.0	0.0	<b>0.0</b>
Policy	-6,094.9	-3,596.1	-2,498.8	<b>-6,094.9</b>
<b>TOTAL SAVINGS &amp; INCOME</b>	<b>-21,184.8</b>	<b>-7,186.1</b>	<b>-13,998.7</b>	<b>-21,184.8</b>
Increases in Grants and Contributions	0.0	0.0	0.0	<b>0.0</b>
<b>TOTAL SAVINGS, INCOME &amp; GRANT</b>	<b>-21,184.8</b>	<b>-7,186.1</b>	<b>-13,998.7</b>	<b>-21,184.8</b>
<b>MEMORANDUM:</b>				
Removal of undelivered/temporary savings & grant	0.0	0.0	0.0	<b>0.0</b>
New & FYE of existing Savings	-21,036.4	-7,146.1	-13,890.3	<b>-21,036.4</b>
New & FYE of existing Income	-148.4	-40.0	-108.4	<b>-148.4</b>
New & FYE of existing Grants	0.0	0.0	0.0	<b>0.0</b>
	<b>-21,184.8</b>	<b>-7,186.1</b>	<b>-13,998.7</b>	<b>-21,184.8</b>
Prior Year savings rolling forward for delivery in 25-26	0.0			<b>0.0</b>
<b>TOTAL Savings for delivery in 2025-26</b>	<b>-21,184.8</b>	<b>-7,186.1</b>	<b>-13,998.7</b>	<b>-21,184.8</b>
<b>RESERVES</b>				
Contributions to Reserves	0.0	0.0	0.0	<b>0.0</b>
Removal of prior year Contributions	0.0	0.0	0.0	<b>0.0</b>
Drawdowns from Reserves	0.0	0.0	0.0	<b>0.0</b>
Removal of prior year Drawdowns	0.0	0.0	0.0	<b>0.0</b>
<b>TOTAL RESERVES</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>NET CHANGE</b>	<b>19,150.5</b>	<b>18,052.4</b>	<b>1,098.1</b>	<b>19,150.5</b>
<b>PROPOSED NET BUDGET</b>	<b>448,913.3</b>			
<b>PER INITIAL DRAFT BUDGET</b>				
GROWTH	35,552.6	17,246.7	18,305.9	<b>35,552.6</b>
SAVINGS, INCOME & GRANT	-22,133.9	-8,061.1	-14,072.8	<b>-22,133.9</b>
RESERVES	0.0	0.0	0.0	<b>0.0</b>
<b>NET CHANGE</b>	<b>13,418.7</b>	<b>9,185.6</b>	<b>4,233.1</b>	<b>13,418.7</b>
<b>CHANGE FROM INITIAL DRAFT BUDGET</b>				
GROWTH	4,782.7	7,991.8	-3,209.1	<b>4,782.7</b>
SAVINGS, INCOME & GRANT	949.1	875.0	74.1	<b>949.1</b>
RESERVES	0.0	0.0	0.0	<b>0.0</b>
<b>NET CHANGE</b>	<b>5,731.8</b>	<b>8,866.8</b>	<b>-3,135.0</b>	<b>5,731.8</b>

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## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
<b>Significant Risks (over £10m)</b>							
<b>CYPE</b>	High Needs Spending	The Dedicated Schools Grant (DSG) High Needs Block does not meet the cost of demand for placements in schools, academies, colleges and independent providers.	The Safety Valve programme does not deliver the reduction to the in-year deficit on spending to support children with high needs as planned leading to a higher deficit. Whilst initial progress in 2022-23 and 2023-24 was positive the council was ahead of target, 2024-25 has been a more challenging year where the council is forecasting to be £10m off-target due to a combined effect of higher prices and significantly higher demand in financial support in mainstream schools. If compensating savings cannot be delivered and/or these pressures cannot be retained in future years, there is risk the Council will become increasingly off-target by the end of the agreement in 2027-28.	The Department for Education withholds its contribution towards the accumulated deficit and/or the increased overspend leaves a residue deficit. The government requires that the total deficit on the schools budget to be carried forward and does not allow authorities to offset from general funds anything above the amounts included in the Safety Valve agreement without express approval from Secretary of State. This approach does not resolve how the deficit will be eliminated and therefore still poses a significant risk to the council	4		165.0
Page 87	Non delivery of Savings and income and inability to replace one-off measures	Changes in circumstances, resulting in delays in the delivery of agreed savings or income and inability to replace one-off measures with sustainable permanent alternatives	Inability to progress with plans to generate savings or additional income as planned, due to changing circumstances	Overspend on the revenue budget, requiring alternative compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	4	120.7	
<b>ASCH / CYPE</b>	Market Sustainability	The long term impact of Covid-19 is still impacting on the social care market, as is several years of unfunded above inflation increases in the national living wage. There continue to be concerns about the sustainability of the sector as a result. At the moment all areas of the social care sector are under pressure in particular around workforce capacity including both recruitment and retention of staff especially for providers of services in the community, meaning that sourcing appropriate packages for all those who need it is becoming difficult. This is likely to worsen over the next few months with the pressures of winter, and increased activity in hospitals. Throughout this year we have continued to see increases in the costs of care packages and placements far greater than what would be expected and budgeted for, due to a combination of pressures in the market but also due to the increased needs and complexities of people requiring social care support.	If staffing levels remain low, vacancies unfilled and retention poor, then repeated pressure to increase pay of care staff employed in the voluntary/private sector in order to be able to compete in recruitment market. At the moment vacancy level said to be 1 in 10. The increases to the National Minimum and National Living Wage will create more challenges for the market to recruit and retain when other sectors may be paying more, so it may be that they will need to increase their wages accordingly. The changes to Employer National Insurance contributions affect all employers, but the reduction in the threshold to £5,000 pa hits this sector hardest because of the number of part-time and low paid employees.	Care provider closures are not an infrequent occurrence and whilst some providers that close are either too small or poor quality, others are making informed business decisions to exit the market. The more providers that exit in this unplanned manner further depletes choice and capacity to meet need, which can create pressures in the system regarding throughput and discharge from hospital thus potentially increasing price.	4	20.0	

## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
ALL	2024-25 potential overspend impact on reserves	Under delivery of recovery plan to bring 2024-25 revenue budget into a balanced position by 31-3-25.	Overspend against the revenue budget in 2024-25 required to be met from reserves leading to a reduction in our financial resilience	Insufficient reserves available to manage risks in 2024-25 and future years	3	26.8	
ALL	Revenue Inflation	The Council must ensure that the Medium Term Financial Plan (MTFP) includes robust estimates for spending pressures.	Inflation rises above the current forecasts leading to price increases on commissioned goods and services rising above the current MTFP assumptions and we are unsuccessful at suppressing these increases. Each 1% is estimated to cost £14m.	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3	14.0	
ALL	Distribution of Grant Settlements	The government's reforms to funding allocations, starting with targeted approach to additional funding in 2025-26 ahead of broader redistribution of funding through multi-year settlement from 2026-27 and the consolidation of existing funding streams	Allocations to fund services and activities in Kent are reduced	The council is unable to make consequential adjustments to spending on the same timescale as funding changes resulting in further calls on reserves	4	22.0	
CPE Page 88	Council Taxbase assumptions	Collection authorities assume lower collection rates (increased bad debts) and/or change local discretionary discounts/premiums	Reduced council tax funding	The existing smoothing reserves for local taxation equalisation is insufficient to cover this ongoing base shortfall beyond 2025-26	4	12.0	
ALL	Capital - Developer Contributions	Developer contributions built into funding assumptions for capital projects are not all banked.	Developer contributions are delayed or insufficient to fund projects at the assumed budget level.	Additional unbudgeted forward funding requirement and potential unfunded gaps in the capital programme	4		12.0
ALL	Demand & Cost Drivers	The Council must ensure that the Medium Term Financial Plan (MTFP) includes robust estimates for spending pressures.	Non inflationary cost increases (cost drivers) continue on recent upward trends particularly but not exclusively in adult social care, children in care and home to school transport above the current MTFP assumptions and the Council is not able to suppress these	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	4	12.0	
CYPE	Market Sustainability	Availability of suitable placements for looked after children.	Continued use of more expensive and unregulated placements, where it is difficult to find suitable regulated placements as no suitable alternative is available.	Unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves.	4	10.0	
CYPE	Home to School Transport	Lack of suitable local education placements for children with Special Education Needs	Parents seek alternative placements outside of their locality requiring additional transport support	Additional transport costs incurred resulting in an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves and potential recurring budget pressure for future years; or seek to demonstrate that the available local placements are suitable for the child's needs	3	10.0	

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## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
GET/DCED	Changing Government focus on funding to support the Net Zero/Carbon Reduction green agenda (capital spend)	Government has previously provided 100% funding for certain Net Zero/green projects e.g. Public Sector Decarbonisation Scheme (PSDS) Funding towards the Bowerhouse and Kings Hill Solar Farms (£20m in total on community/HQ buildings, and £2m on schools), as well as LED installation, heat network or heat source pumps (gas, water). The PSDS grant is now moving focus from LED/Solar - despite the Council requiring 2 more Solar Parks as part of its Net Zero ambitions - and towards Heat Networks. Not only this, but whereas some projects were previously match funded, Government is now looking at >50% match funding requirements. The latest PSDS funding secured only funded 18% of the project. The cost of one large and one small Solar Park is in the region of £22.5m, plus a need for gas boilers on the corporate and schools estate to be replaced by heat source pumps (and/or hydrogen in the future).	The risk is that the Council has to find much higher match funding for future Net Zero projects, or review its expectations with regards to Net Zero 2030 and 2050 ambitions.	The consequence is that the Council has to put forward match funding for capital projects which can only come from borrowing or reserves. Borrowing then has a revenue implication and adds to the financing cost budget which is currently unaffordable, or accept that we will have to meet the target in other ways.	4		30.0
Non Attributable Costs	Insecure funding	The 2025-26 core budget includes £12.75m from insecure funding (company dividends, business rate pool and new homes bonus).	Previously it was recognised that core spending should not be funded from insecure/volatile sources and such funding should be held in reserve and used for one-off purposes	Funding is not secured at the planned level resulting in overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3	14.2	

## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
Page 90	Waste capital infrastructure life expired and insufficient to cope with increased housing and population levels	A number of KCC's Household Waste Recycling Centres (HWRC) and Waste Transfer Stations (WTS) are life expired (35-40 years old) and require significant repair or replacement/reconfiguration. In addition to this, District Local Plan targets mean additional houses, and increasing population, presents a capacity issue for the service. Council Tax allows price inflation, additional tonnes (demography) and legislative changes to be taken into account, but does not allow for renewing or adding new infrastructure. The service started securing s106 from 2023 onwards, but unless other (Government) funding can be secured, the Council will need to invest in both of these areas. The introduction of new legislation (Simpler Recycling, Extended Producer Responsibility (EPR)) brings with it additional requirements and costs on how certain materials can be segregated, disposed of and new levies (Emissions Trading Scheme (ETS) - Jan 28) will further add to the cost of disposal (estimated £12m-17m) for all tonnes that are disposed via the Energy for Waste plant.	Unless grant or other funding (s106, CIL) can be secured, the Council will need to fund replacing and reconfiguring (due to Government legislative unfunded changes) the existing sites, as well as building new sites. Outside of the capital programme, which includes building one new WTS, there is up to £50m investment required and noted in the 10-year capital programme. Funding has not been identified for these schemes, which include two new WTS and renewing existing sites, but is an indication of the level of investment required over the medium to long term and for which there is no currently identified funding source (one WTS/HWRC could be partner funded). Funding will also need to be set aside to react/prepare for changes in legislation (Simpler Recycling, EPR, ETS), although some of the EPR income can be used to reconfigure sites due to the new legislation, as well as to enable behaviour change in terms of improved recycling, re-use and hence lower disposal costs.	The consequence is that the Council has to put forward match funding, or the entirety of funding, for the new sites and/or reconfigured sites which means additional borrowing and the financing/borrowing costs that go along with this. £50m is the maximum financial impact figure, or accept the consequential reduction in capacity in terms of Waste Infrastructure, with impact of ETS then being estimated at £12m -17m per annum.	4		50.0
<b>Other Risks (under £10m - individual amounts not included)</b>						80.0	30.0
ALL	Full year effect of current overspends	The Council must ensure that the Medium Term Financial Plan (MTFP) includes robust estimates for spending pressures.	Increases in forecast current year overspends on recurring activities resulting in higher full year impact on following year's budget than included in current plan meaning services would start the year with an existing deficit (converse would apply to underspends). This risk is less significant than in previous year budget risk register due to a lower amount of base budget changes required in 2025-26 draft budget compared to 2024-25 budget	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	4		

## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
GET	Capital – asset management and rolling programmes including: Highways, Country Parks, PROW	The asset management/rolling programmes for KCC Highways are annual budgets and are not increased for inflation each year, meaning that the purchasing power reduces year on year as inflation is compounded yet the budget remains fixed.	Inflation pressures are incurred annually on these budget areas but the funding sources (Council borrowing, DfT grant) remain fixed and therefore this contributes to the 'managed decline' notion in that these budgets do not even maintain steady state as often the level of investment is significantly below (risk accepted by the Executive) the required level of spend - steady state asset management principles recommend £170m pa is spent. Plus year-on-year inflation is not budgeted for so the level of works commissioned reduces year-on-year also, which was exacerbated in 2023 with BCIS reaching 29% and RPIX 12%+ (inflation is estimated at needing to be £4m pa) just to stand still, plus then a £110m pa shortfall on asset management "steady state" (£170m, less actual capital spend of c£60m).	A funding gap exists annually, so steady state cannot be achieved, so unless budget provision is made, the level of capital/asset management preventative works commissioned each year will reduce. This will present a revenue pressure, as more reactive works are likely to be required, plus the respective backlogs for Highways Asset Management (c£700m) will increase exponentially. The risk represents the level of annual inflation required to mitigate this risk or accept that the asset will deteriorate.	4		
GET	Highways asset defects/failures as a result of static asset management funding	New risk of highways failures due to inadequate provision for inflation in DfT grants and KCC capital borrowing, leading to reduction in real terms value of grant/funding to the quantum of asset management/replacement works that can be effected. KCC spend c£60m per annum (DfT and KCC borrowing) but asset management principles calculate the annual spend requirement to remain at "steady state" to be £170m per annum and hence a £110m per annum shortfall.	An increase in reactive general repairs (revenue) as well as increased Cat 1 and Cat 2 defects where assets on the highways network will need replacement or extensive repairs well before the end of their useful economic life	Current funding levels are insufficient to be able to react to such defects, so the asset management backlog increases and more reactive revenue repairs are needed whereas proactive asset management/replacement is the preference. Previously an annual borrowing funded Cat 1 budget but this ceased 3 years ago when the no new borrowing stance was enacted	4		
ALL	Capital	Capital project costs are subject to higher than budgeted inflation.	Increase in building inflation above that built into business cases.	Capital projects cost more than budgeted, resulting in an overspend on the capital programme, or having to re-prioritise projects to keep within the overall budget. For rolling programmes (on which there is no annual inflationary increase), the level of asset management preventative works will reduce, leading to increased revenue pressures and maintenance backlogs.	4		
ALL	Contract retender	Contracts coming up for retender are more expensive due to prevailing market conditions and recruitment difficulties	This risk could result in a shortage of potential suppliers and/or increases in tender prices over and above inflation	Higher than budgeted capital/revenue costs resulting in overspends unless that can be offset by specification changes	4		

## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
GET	Investment in the Public Rights of Way (PROW) network	Insufficient funding to adequately maintain the PROW network. Estimated shortfall compared to steady state asset management principles is an additional £2.5m pa.	Condition of the PROW network suffering from under-investment. A £150k allocation was included in the 2021-22 but additional one-off and base funding is likely to be needed for a service that is already operating at funding levels below best practice recommended asset management levels. This has been further exacerbated by the increased usage several years ago arising from the covid related restrictions and national lockdown	The potential for claims against the Council due to injury and from landowners and the need to undertake urgent works that lead to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves.	4		
GET	Revenue - drainage and adverse weather	Persistent heavy rainfall and more frequent storm events mean insufficient revenue and capital budget to cope with the reactive and proactive demands on the service	An additional £1m was put into the drainage budget in 2021-22 but this was below the level of overspends in the two prior years and the risk is therefore the budget is not being funded at the level of demand/activity. More erratic weather patterns also cause financial pressures on the winter service and many other budgets. The risk is that this weather pattern continues and additional unbudgeted funding is required. A £1m saving was put into the budget in 2023-24 with a view to reducing the service standards/intervention levels in this area but due to the climate/persistent rainfall, damage to the network meant that additional works were required. Despite provisionally including £1m back into the 2024-25 budget, there is still a view that the budget is £1m light due to the changing weather climate/events and that the budget could see activity/demand require an additional £1m-£1.5m being required to reduce potential for flooding on the road network and the level of defects that then arise.	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves	4		
GET	Changing Government focus on funding to support the Net Zero/Carbon Reduction green agenda (revenue spend)	The Sustainable Business and Communities team with Net Zero within its remit has received significant EU/Interreg funding which has helped plan and deliver the plan for Net Zero by 2030/2050. This funding ceased in 2023-24 and the Council has invested £0.7m (2023-24) into the base budget to create a permanent team, with £0.3m deferred until 2025-26 (budgetary constraints) to deliver this strategy/Framing Kent's Future priority. If such funding is unaffordable to the Council then Net Zero requirements won't be met.	The risk is that the Council has to fund any reduction or cessation of funding.	The consequence is an overspend against the revenue budget, requiring compensating savings or funding from reserves, as simply not delivering Net Zero by 2050 is not an option due to Government legislation being implemented.	4		



## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
GET	Waste income, tonnage and gate fee prices	The current market has seen a considerable volatility in the income received for certain waste streams (potentially due to other supply shortages), as well as increased gate fees due to the double digit inflation seen in 2023 (majority of Waste contracts are RPI which was 12% during the year). The budget for 2024-25 includes not only significant price pressures for contract inflation, gate fees and HWRC management costs, but also realignment of budgets from 2023-24 where the actual inflation levels at the point the contracts are uplifted being higher than budgeted. Inflation is reducing, but November OBR showed a slowing rate of reduction than March OBR.	Projected levels of income fall, or gate fees/contractual price uplifts are above budgeted levels which leave an unfunded pressure.	This will result in an unfunded pressure that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	4		
CYPE	Recruitment, retention & cover for social workers	Higher use of agency staff to meet demand and ensure caseloads remain at a safe level in children's social work. The Service has relied on recruitment of newly qualified staff however this is being expanded to include a more focused campaign on attracting experienced social workers. There are higher levels of sickness and maternity leave across children's social work	Inability to recruit and retain sufficient newly qualified and experienced social workers resulting in continued reliance on agency staff, at additional cost. Higher levels of sickness and maternity leave resulting in need for further use of agency staff.	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3		
DCED	Cyber Security	Malicious attacks on KCC systems.	Confidentiality, integrity and availability of data or systems is negatively impacted or compromised leading to loss of service, data breaches and other significant business interruptions.	Financial loss from damages and potential capital/revenue costs as a result of lost/damaged data and need to restore systems	3		
DCED	Strategic Headquarters	Sub optimal solution for the Council's strategic headquarters following the decision to market Sessions House as an entire site (with options on individual blocks)	Capital programme includes a capped £20m allocation for strategic assets project that limits the available options. Provision of a dedicated council chamber cannot be afforded within the current allocation. If the purchase falls through then KCC would need to re-assess all options.	Inability to address all backlog issues increases the risk of cost overruns and potential need for higher future maintenance, running and holding costs	3		
ALL	Capital - Capital Receipts	Capital receipts not yet banked are built into the budget to fund projects.	Capital receipts are not achieved as expected in terms of timing and/or quantum.	Funding gap on capital projects requiring additional forward funding.	3		

## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
ALL	Income	The Council must ensure that the Medium Term Financial Plan (MTFP) includes robust income estimates.	Income is less than that assumed in the MTFP.	Loss of income or reduced collection of income that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3		
GET  Page 94	English National Concessionary Travel Scheme (ENCTS) and Kent Travel Saver (KTS) journey levels	ENCTS journeys have reduced over time, more so during the pandemic, so a £3.4m reduction was reflected in 2022-23 budget with a further £1.9m reduction in the 2023-24 budget. Should custom/patronage return to pre-covid levels, this would lead to a £5.3m budget shortfall. This is a national scheme and the Council has to reimburse the operators for running this on the Council's behalf. There was initially a ringfenced grant for this service, it then became part of the Revenue Support Grant and now no specific grant exists so the taxpayers of Kent fund this scheme and would need to fund any update.	Activity levels return to a level of journeys in excess of the revised budget, therefore causing a financial pressure.	Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years if current activity levels are not indicative of the new normal.	3		
Non Attributable Costs	Volatility on Investment Income	The 2025-26 budget for investment income from the treasury management strategy is £10.2m for 2025-26 and £9.9m for 2026-27. The outturn is heavily dependent on the path of short term interest rates, the level of cash that is available for investment, and the performance of investments. The budget already assumes a reduction in interest rates but a faster or more severe decline in rates could lead to underperformance versus the budget.	Performance of our investments falls below predicted levels as a result of volatility in the economy	Reduction in investment income leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3		
CYPE	Unaccompanied Asylum Seeking (UAS) Children	Home Office Grant for Unaccompanied Asylum Seeking Children and (former UAS Children) Care Leavers permanently residing in Kent has not increased for inflation for several years	The Grant no longer covers the full cost of supporting UAS Children and Care Leavers permanently residing in Kent. The Home Office does not increase the rates with inflation.	Overspend on the revenue budget, requiring alternative compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	3		

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## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure  £m	Estimated Lifetime Financial Exposure  £m
<b>CYPE / DCED</b>	Reduction in DFE grants for central services for schools and review of school services provided by the Local Authority	Local Authority grant funding to support schools continues to be reduced, equating to a cumulative total reduction of nearly £5m for the Council since 2019-20. Consequently the Council needs to review its relationship with schools and the services it provides free of charge.	Long term solutions cannot be implemented within timescales and may require schools agreement (which may not be achieved). There is also a risk that passing greater responsibilities to schools could have a possible negative impact on other areas of Local Authority responsibility if schools do not comply (for example: school maintenance). There is also the risk of further cuts to the Local Authority Central Services for School Grants in the future.	If this remains unresolved there is a risk that this will also have to either be met from reserves in future years or result in an overspend until a longer term solution is identified	3		
<b>ASCH (PH)</b>	Uplift in Public Health Grant	The 'real' increase in the Public Health grant is insufficient to meet additional costs due to i) price increases (particularly those services commissioned from NHS staff where pay has increased) and/or increased demand; and/or ii) costs of new responsibilities.	The increase in the Public Health grant is less than the increases in costs to Public Health.	(i) Additional unfunded cost that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. (ii) Public Health Reserves could be exhausted	3		
Page 95							
ALL	Capital - Climate Change	Additional costs are incurred to comply with climate change policy	Project costs increase beyond budget	Overspend on the capital programme resulting in additional borrowing	3		
DCED	Enterprise Business Capabilities (EBC) - Now called Oracle Cloud Programme	Cost and/or timescale overruns on implementation phase for Oracle replacement	Unforeseen or higher than budgeted costs	Additional unfunded costs over and above the reserve set aside for the project	3		
DCED	Capital Investment in Modernisation of Assets	Unless the Council estate asset base is reduced sufficiently, there is risk of insufficient funding to adequately address the backlog maintenance of the Corporate Landlord estate and address statutory responsibilities such as Health & Safety requirements	Condition of the Corporate Landlord estate suffering from under-investment. Recent conditions surveys estimate an annual spend requirement of £12.7m per annum required for each of the next 10 years. Statutory Health & Safety responsibilities not met.	The estate will continue to deteriorate; buildings may have to close due to becoming unsafe; the future value of any capital receipts will be diminished. Potential for increased revenue costs for patch up repairs. Risk of legal challenge.	2		
ALL	VAT Partial Exemption	The Council VAT Partial Exemption Limit is almost exceeded.	Additional capital schemes which are hosted by the Council result in partial exemption limit being exceeded.	Loss of ability to recovery VAT that leads to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	2		

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## Appendix F: Budget Risks Register 2025-26

<b>TOTAL £m</b>	<b>341.7</b>	<b>287.0</b>
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Directorate	Risk Title	Source/Cause of Risk	Risk Event	Consequence	Current Likelihood (1-5)	Estimated Annual Financial Exposure £m	Estimated Lifetime Financial Exposure £m
ALL	IFRS9	Local Authorities will be required to recognise the revenue impact on the General Fund of unrealised gains/ losses on pooled fund investments from 2025-26 when the statutory override ceases. The statutory override currently allows unrealised gains/losses resulting from changes in the fair value of pooled investment funds to be transferred to an unusable reserve until the gain/loss is realised once the financial asset has matured.	Any unrealised gain or loss as a result of stock market performance will impact on the General Fund. The likelihood and estimated financial exposure reflected reference an adverse scenario where the Council would need to recognise a significant loss on its investments, (as a scenario where the council recognises a significant gain, would be to our advantage and therefore not a budget risk).	A significant loss would reduce our General Fund and the council's financial resilience.	2		
CYPE	Capital - Basic Need Allocations	Estimates of future basic need allocations are included in the capital programme.	Basic need allocations are less than expected.	Funding gap for basic need projects which will need to be funded either by reprioritising the capital programme or by descoping.	2		
DCED Page 96	Highways unadopted land	Maintenance costs for residual pieces of land bought by Highways for schemes and subsequently tiny pieces not required or adopted.	Work becomes necessary on these pieces of land and neither Highways or Corporate Landlord have budget to pay for it.	Work needs to be completed whilst estates work to return the land to the original landowner	1		
DCED	Backlog of maintenance for properties transferring to Corporate Landlord	Maintenance backlog historically funded by services from reserves or time limited resources which have been exhausted. Properties that have been transferred to the corporate landlord require investment.	Urgent repairs required which cannot be met from the Modernisation of Assets planned programme within the capital budget	Unavoidable urgent works that lead to an overspend on the revenue budget, requiring compensating in year savings or temporary unbudgeted funding from reserves. Potential recurring budget pressure for future years.	1		

### Likelihood Rating

Very Likely	5
Likely	4
Possible	3
Unlikely	2
Very Unlikely	1

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**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 January 2025**

**Subject: Education Accessibility Strategy 2025-28**

**Decision no: 24/00072**

**Key Decision: Yes - *It affects more than 2 Electoral Divisions***

**Classification: *Unrestricted***

**Past Pathway of report: *None***

**Future Pathway of report: *None***

**Electoral Division: All Divisions**

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**Is the decision eligible for call-in? *Yes***

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**Summary:** As part of Kent County Council's commitment to improving our services to children and young people with special educational needs and/or disabilities (SEND), we have reviewed our SEND Strategy. A related policy is the Education Accessibility Strategy.

This strategy sets out how the local authority and its maintained schools (community, voluntary controlled, voluntary aided and foundation schools) currently ensure education is accessible for pupils with SEND, and what steps will be taken to further improve accessibility in the three areas:

1. Increasing the extent to which disabled pupils can participate in the schools' curriculums.
2. Improving the physical environment of the school so disabled pupils can make best use of the opportunities available at the school.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Following public consultation on the draft of this Strategy, this report details the responses received and recommends the Education Accessibility Strategy be adopted.

## 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 as set out within Appendix 1 .

### 1. Introduction

- 1.1 The Authority is undertaking a wide range of activities to improve the support for and outcomes achieved by children and young people who have special educational needs, and/or a disability. This includes activity and support to improve their opportunities to successfully access local mainstream education and to flourish in this environment.
- 1.2 To support this work the Authority has drafted an Education Accessibility Strategy. This discharges the Authority's duty under Schedule 10 of the Equality Act 2010 to prepare a written accessibility strategy, which must include how it plans to increase the accessibility of its schools in the areas of curriculum, physical environment and information.
- 1.3 The Education Accessibility Strategy 2025-28 relates to Kent maintained schools (community, voluntary controlled and foundation schools).
- 1.4 The responsible bodies of schools (i.e. governing bodies and trusts) are also under a duty to prepare written accessibility plans.
- 1.5 The Strategy was subject to public consultation between 23 September and 11 November 2024. The responses received are summarised in this report. These have been considered. The draft Strategy has not been change following consultation.
- 1.6 We are seeking the views of the Children's, Young People and Education Cabinet Committee on this draft Strategy prior to the Cabinet Member for Education and Skills being asked to adopt it.
- 1.7 Related to this Strategy is the Schools Access Initiative Policy and Procedure. This too has been subject to public consultation the outcome of which is contained in a separate report on the agenda for this Cabinet Committee.

### 2. Key Considerations

- 2.1 We want all children and young people to be engaged with and included in the provision of high-quality inclusive education in their local community, ensuring that, whatever their circumstance or ability, they have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life.

- 2.2 Improving access to inclusive local mainstream provision is a key aspect of the Authority's work as we strive to address the weaknesses identified in the area inspection.
- 2.3 The Authority is under a duty to prepare a written education accessibility strategy and consider the need to allocate adequate resources for its implementation. The draft Strategy sets out the current support the Authority provides, and what steps it plans to take to improve. The Strategy, therefore, reflects the existing resources allocated to enable its implementation.
- 2.4 The Strategy sits underneath Kent's SEND Strategy, and alongside is its Countywide Approach to Inclusive Education (CATIE), to help deliver these.

### **3. Consultation**

- 3.1 The draft Strategy was developed following wide ranging input from across the education service. It was subject to public consultation, together with the School Access Initiative Policy and Procedure documents, as the latter supports delivery of the Strategy. At the same time the Authority's draft SEND Strategy 2024-27 was consulted on, in order that respondents were able to see the linkages.
- 3.2 There were 746 visits to the consultation pages, 216 document downloads and 15 responses to the consultation. Eight responses were from parents/carers or family members, the remainder were professionals. Eight respondents had children with SEN, of which five had an Education, Health and Care Plan.
- 3.3 Very few respondents indicated whether they agreed, partly agreed, or disagreed that the actions proposed in the Strategy would be effective in improving access to the curriculum, physical environment or to information. Therefore, below are the comments received under each three of the areas of the Strategy:

#### Curriculum

- Training in physical disability to show how lessons can be adapted to allow for physical management (stretches, etc) as mainstream v special school can be a choice of education v physical management. There is no physio in mainstream and for example schools are not only concerned about meeting needs for those with complex physical disability so likely to turn them away, but 1 in 400 children have cerebral palsy so it is not uncommon. Teaching assistants are key for children with SEND. It isn't all about 'neurodivergent' children; those with neurodisability are on the surface harder to include unless buildings are designed well as they need space for wheelchairs / walkers / stretches / specialist toilet facilities. Smaller class sizes and adaptations to teaching are easier so 'neurodivergent' children are easier to include.
- Our child had HNF in primary school which was later not applied for. No consultation with us. Was told that the eligibility criteria had changed but later found out that this was untrue. It is very difficult to access wider services which access to is controlled by the school and in particular the SENCO.

- Some students with SEND have spiky profiles, either from brain damage or from dual and multiple exceptionality (having high potential in some areas but special needs in others). Not assuming a pupil will attain similar grades in all subjects is important as there may be streaming for ability in English or maths but other subjects lumped together, when there is a huge variety of other subjects. Not just assuming handwriting will improve but supporting with laptops as some students needs to type, etc. Or teaching in a different way as different students respond to different teaching styles.
- There is little or no funding to make reasonable adjustments at mainstream level. Our child used to come out of school crying due to the excessive noise and behaviour experienced in a class of 32 children. Teachers seems overwhelmed at dealing with this, therefore too much of the lesson was devoted to behaviour management. This is aspiration at present.
- I think much of this is rhetoric and does not really address the root causes. These things should all be in place however without more resources, both in terms of staffing and money, they will never be achieved. Our child had access to additional support at school in terms of interventions mandated by EHCP, however whenever the school was low on resources or needed invigilation for exams this resource was removed, and our child went without.

#### Physical environment

- There is no money in the system currently to be able to implement changes required.
- If there is a clear funding stream available.
- What I'm worried about, is that you have underestimated what the cost will be to adapt buildings, and for SRPS, that you really think through everything about the space - for example how to access the SRP - will it have a separate entrance so that students don't have to mix with crowds of students/staff not in the SRP at the start and end of the day. Where will the SRP students have their lunch/breaks? I would have expected to see some "numbers", some finances of what you predict the costs will be, and when you expect all the work to be completed by etc. Parents will not feel assured until they can see that the buildings are accessible and that their child will be able to be included.
- For schools adaptations to the buildings are costly for 1 or 2 pupils where funding is limited and budgets strained. Can we justify the expense when the cost will effect the education of many more?

#### Information

- Unfortunately, this strategy is dependent on funding. Without this no change is possible.

3.4 It is evident that most comments had at their heart concern about funding, and without adequate resources the Strategy would not bring about the desired change. The pressures on resources are well know, however, much of the work to improve Kent's performance in the SEND space relates to improving the outcomes achieved with the resources within the system, ensuring these are co-ordinated, deliver evidence based interventions, and support children and young people attend local inclusive mainstream education. The Education Accessibility Strategy pulls these threads together.



#### **4. Options considered and dismissed, and associated risk**

- 4.1 The option of not having an Education Accessibility Strategy was dismissed, as this is a legal requirement. This carries the risk of legal challenge.
- 4.2 Similarly, incorporating this within the SEND strategy was dismissed to ensure both Strategies can remain focused and concise. Clarity of vision and how this will be achieved is fundamental to achieving the better outcomes for children and young people the Authority seeks.

#### **5. Financial Implications**

- 5.1 The Education Accessibility Strategy captures and presents existing activity and service delivery which is intended to support children and young people with SEND access local inclusive mainstream education. The proposed improvements also reflect the work in train and the next steps. These activities and services are already funded. The Strategy does not, therefore, represent either a financial cost or saving.

#### **6. Legal implications**

- 6.1 The proposed Education Accessibility Strategy discharges the Authority's duty under the Equality Act 2010 to prepare a written accessibility strategy for the schools it maintains.
- 6.2 Legal advice was sought when drafting this strategy and incorporated into what was published.

#### **7. Equalities implications**

- 7.1 The Education Accessibility Strategy is intended to increase and improve the accessibility to education provision for children and young people with a disability. No adverse impact on protected groups were identified prior to stakeholder consultation.
- 7.2 Three comments were received from respondents about equality issues. They can be summarised as follows:
- Parents of pupils with SEND do not have the same wide choice of schools as parents of pupils without SEND. Ensuring at least 'one pathway' per district does not offer choice.
  - Mainstream schools do not always understand a child's needs or disabilities.
  - Parents/carers of pupils with SEND face barriers when trying to access extra support to provide access to the curriculum.
  - Policy decisions in other areas such as the decision to move special school nursery provision to an outreach model and the change of designation of special schools will impact this strategy. Even with the adaptations this strategy proposed, there will be SEND pupils who will not be able to manage in a mainstream setting and have access to the curriculum.
- 7.3 The comments received focus on other policy decisions, rather than the Education Accessibility Strategy per se. The point that disabled children and young people have less choice is accepted, hence why the Education

Accessibility Strategy is required. The Strategy seeks to enhance choice, rather than restrict it.

## 8. Data Protection Implications

8.1 Monitoring of the strategy do not require the collection of any personal data. The individual services and activities captured by the strategy are subject to their own data protection notices, processes and impact assessments as necessary.

## 9. Other corporate implications

9.1 Delivery of the Strategy requires Education and Infrastructure to work closely together, and for strong links to be maintained with NHS services. It is also dependant upon the work of schools and our school improvement provider, The Education People. The necessary linkage exists.

## 10. Governance

10.1 Christine McInnes - Director of Education and SEN will inherit the main delegations via the Officer Scheme of Delegation.

## 11. Conclusions

11.1 The draft Education Accessibility Strategy 2025-28 draws together a wide range of activity intended to improve the accessibility of maintained mainstream schools. It will provide a focus and reminder to all schools to revisit and maintain their own accessibility plans. It is deliverable within existing resources.

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### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to <b>CONSIDER</b> and <b>ENDORSE</b> , or <b>MAKE RECOMMENDATIONS</b> to the Cabinet Member for Education and Skills on the proposed decision as set out within Appendix 1
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## 12. Background Documents

12.1 *Equality Impact Assessment*

## 13. Appendices

Appendix 1: Proposed Record of Decision

Appendix 2: The Education Accessibility Strategy 2025-28

Appendix 3: EQIA: Education Accessibility Strategy 2025-28

## 14. Contact details *(please insert details below)*

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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Rory Love, Cabinet Member for Education and Skills

**DECISION NUMBER:**

24/00072

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

**Key decision: YES**

- Yes - It affects more than 2 Electoral Divisions

**Subject Matter / Title of Decision**

Education Accessibility Strategy

**Decision:**

As Cabinet Member for Education and Skills I agree to:

- APPROVE the adoption and implementation of the Education Accessibility Strategy 2025-28
- Delegate authority to the Corporate Director of Children's, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to refresh and/or make revisions to the strategy where changes do not require additional governance.
- Delegate authority to the Corporate Director of Children's, Young People and Education to take relevant actions, including but not limited to, entering into and finalising the terms of relevant contracts or other legal agreements, as necessary, to implement the above decision.

**Reason(s) for decision:**

The Education Accessibility Strategy 2025-28 is written to support the delivery of a number of strategies including:

- The Education Strategy,
- The delivery of Kent's SEND Strategy, and
- Our Countywide Approach To Inclusive Education (CATIE).
- the Commissioning Plan for Education provision in Kent 2023-27.

The documents were consulted on in the Autumn of 2024. The responses received have been considered in making this decision.

Schedule 10 of the Equality Act 2010 places a duty on local authorities to prepare a written accessibility strategy and a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan. It also places a duty on local authorities/governing bodies to plan to increase the accessibility of their schools. KCC does not have a current Education Accessibility Strategy which this addresses.

This strategy sets out how the local authority and its maintained schools (community, voluntary controlled and foundation schools) currently ensure education is accessible for pupils with SEND, and what steps will be taken to further improve accessibility.

The County Council provides capital funding, the Schools Access Initiative (SAI), to enable KCC

maintained mainstream schools, for which it has capital responsibility (community, voluntary controlled and foundation school), become more accessible for school aged disabled children. It supports the implementation of the Education Accessibility Strategy.

**Cabinet Committee recommendations and other consultation:**

The views of the Children’s, Young People and Education Cabinet Committee Members will added following the meeting.

The documents were consulted on in the 23 September to 11 November 2024. Fifteen responses were received.-eight responses were from parents/ carers or family members, the remainder from professionals. Eight respondents had children with SEN, of which five had an Educational Health and Care Plan.

**Any alternatives considered and rejected:**

The option of not having an Education Accessibility Strategy was dismissed, as this is a legal requirement. This carries the risk of legal challenge.

Incorporating this within the SEND strategy was dismissed to ensure both strategies remained focused and concise.

Comments from the consultation were reviewed but no adaptations were deemed necessary.

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

.....  
signed

.....  
date

# **Education Accessibility Strategy 2025-28**

# Background

## **Duty to have a written accessibility strategy**

Schedule 10 of the Equality Act 2010 (the “Act”) places a duty on the local authority to prepare a written accessibility strategy relating to the schools it is responsible for (community, foundation, Voluntary Aided and voluntary controlled schools). It also places a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan.

The Act stipulates that the purpose of an accessibility strategy is to:

1. increase the extent to which disabled pupils can participate in the schools’ curriculums;
2. improve the physical environment of the schools to increase the extent to which disabled pupils can make best use of the opportunities available at the schools; and
3. improve delivery of accessible information to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of accessible information under (3) must be:

- a. within a reasonable time; and
- b. in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

Individual schools’ accessibility plans should also be designed to further these three objectives and should take account of the disabilities of the pupils attending the school and the preferences expressed by them and their parents. Both strategies and plans should be kept under review and, if necessary, revised, and the local authority or school must consider the need to allocate adequate resources for their implementation.

The Act defines a disabled pupil as a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments.

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Act. However, it does not necessarily mean that a pupil who has a disability also has SEN, although there is a significant overlap between disabled children and young people and those with SEN.

## **Kent’s Vision**

Our driving ambition is to deliver the best outcomes we can for all children, young people and their families. We constantly aim for Kent to be the most forward-looking



area in England for care, education and learning, supported by specialist and early help services so that we are the best place for children and young people to grow up safely, learn, develop and achieve.

Our aim is for Kent to be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.

We want all children and young people to be engaged with and included in the provision of high-quality inclusive education in their local community, ensuring that, whatever their circumstance or ability, they have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life.

### **How does this Accessibility Strategy fit in?**

This vision is for all children. However, achieving it requires a particular focus on those children and young people with Special Educational Needs and Disabilities (SEND).

That focus is provided by Kent's overarching Strategy for Children and Young People with Special Education Needs and Disabilities (SEND) 2021-24, which can be found at: [Kent's Strategy for Children and Young People](#). We will review this document once the SEND Strategy for 2025-2028 has been adopted and consider whether any changes are necessary. There is a consultation on the draft SEND Strategy for 2025-2028 running until 10 November 2024 at [www.kent.gov.uk/sendstrategyconsultation](http://www.kent.gov.uk/sendstrategyconsultation).

This Education Accessibility Strategy supports the delivery of Kent's SEND Strategy, and our Countywide Approach To Inclusive Education (CATIE): [A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#). It also supports, and is supported by, the Commissioning Plan for Education provision in Kent which is updated annually and can be viewed on the KCC website. The latest version can be found at: [Commissioning Plan for Education Provision in Kent 2024-2028](#).

To achieve this vision, we and all schools in Kent, need to develop and improve access to the curriculum, the school environment and the presentation of information for SEND pupils. As the needs of our community change, so we reconsider each of these aspects. This Strategy sets out how the County Council is supporting and delivering improved access for SEND pupils.

# Accessibility Strategy

In general, accessibility is about making sure a person is not excluded from something because of their disability. It is about removing barriers so that someone with a disability can do what they need to, in a similar amount of time and effort as someone who does not have a disability.

This strategy sets out how the local authority (Kent County Council) and its maintained schools currently ensure education is accessible for pupils with Special Educational Needs and/or Disabilities (SEND), and what steps will be taken to further improve accessibility in the three areas:

1. increasing the extent to which disabled pupils can participate in the schools' curriculums;
2. improving the physical environment of the schools so that disabled pupils are able to take increased advantage of educational benefits, facilities or services provided or offered by the schools; and
3. improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Removing barriers empowers people with disabilities and helps them to be as independent as possible.

Many aspects of this strategy apply equally to academies and free schools, for example, access to certain local authority services and the expectations on schools. Whilst legally the local authority is not responsible for these schools, we work closely with them and their trusts to ensure that the needs of all pupils are supported.

## **1. Increasing the extent to which disabled pupils can participate in the schools' curriculums.**

### **How we ensure access to the curriculum**

We aim to ensure that no pupil is disadvantaged, through SEN or disability, in terms of access or entitlement to a full curriculum, within the National Curriculum Framework, which is ambitious and will give all learners the knowledge and cultural capital they need to succeed in life.

Curriculum access should initially be seen at a 'whole school' level, the rationale being that many barriers of access to the curriculum will be similar for many groups of pupils and therefore a strategic approach should be adopted to removing those barriers. Paragraph 1.1. below details the further support provided by the local authority to schools to improve curriculum access for SEND pupils.

The term 'curriculum' covers not only teaching and learning but also the wider curriculum of the school, such as participation in after school clubs, leisure, sporting and cultural activities.

#### 1.1 The local authority currently:

- commissions a range of SEN support services for all mainstream schools (including academies and free schools) to advise on strategies to adapt their curriculum and environment to support pupils with SEND, including those with sensory impairments or who are neurodivergent;
- encourages schools to work together to share good practice, particularly via a cluster-based approach, including peer to peer reviews;
- provides advice regarding specialist furniture via the Physical Disability/ Sensory Specialist Teaching and Learning Service (PD&S STLS)<sup>1</sup>;
- provides advice, strategies and specialist equipment regarding complex communication difficulties and complex access to the curriculum for children and young people across Kent and Medway via Kent and Medway Communication and Assistive Technology (KM CAT) Team<sup>2</sup>;
- enables all schools to apply for High Needs Funding for eligible pupils with or without an Education, Health and Care Plan (EHCP), to ensure that they have the resources needed to enable individual learners to access the full curriculum. In the early years, our Special Education Needs Inclusion Fund (SENI) is available to providers;
- commissions Local Inclusion Forum Teams (LIFT) - multi disciplinary groups, including school SENCOs, to provide solution-focused advice to schools about individual pupils or groups of pupils. LIFT is the gateway for accessing specialist support, such as specialist teachers and educational psychologists<sup>3</sup>;
- has Mainstream Core Standards, a framework for schools to support pupils with SEND. These set out the expectations on all schools, particularly for the delivery of quality first teaching, and the provision of high quality adapted teaching;
- has a dedicated Equality and Inclusion resource<sup>4</sup> to support best practice in Kent schools, which is a one-stop reference point for great inclusive practice guidance;

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<sup>1</sup> Referrals to the PD&S STLS is via their webpage [Physical Disability and Complex Medical Needs - KELSI](#)

<sup>2</sup> Communication and Assistive Technology referral are made to the Kent and Medway Communication and Assistive Technology Team. The referral form can be accessed here: [Make a referral to Kent CAT - KELSI](#)

<sup>3</sup> Sensory support, including vision and hearing impairments, can be accessed in the first instance via emailing the team at [hivimsi@kent.gov.uk](mailto:hivimsi@kent.gov.uk). As with the PD service, the Sensory Service will receive referrals from education establishments, parents or health professionals.

<sup>4</sup> [Equality and Inclusion - KELSI](#)

- provides access for all Kent education settings to the Autism Education Trust's training and frameworks;
- provides access for a minimum of 300 mainstream primary and secondary schools to Nurture UK training and support;
- has SEN Inclusion Advisers for each district who support and challenge schools on the provision made for individual pupils; and
- adjusts the access arrangements to the Kent Test process to meet the needs of disabled children and ensure fair access to selective schools.

## 1.2 All schools currently:

- construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life;
- provide a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment;
- teach as full a range of subjects for as long as possible, 'specialising' only when necessary;
- have in place a School Accessibility Plan that will demonstrate its commitment to promote Disability Equality and to ensure that this commitment is reflected in development planning;
- must "use their best endeavours" to provide "high quality teaching" which should "meet the needs of all children and young people"<sup>5</sup>;
- are required to make reasonable adjustments<sup>6</sup> subject to the Reasonable Adjustment Duty. This may include, but is not limited to, the provision of auxiliary aids for disabled pupils, worksheets in a larger font or on different coloured paper, extra adult support, rest breaks, allowing additional time to complete tasks;
- seek professional advice and in-service training on issues relating to the delivery of an accessible curriculum;
- include curriculum planning and accessibility within the school development plan and report annually (Governors Report to Parents) on the developments in this plan on disability access issues; and
- link with specialist advisory services that can offer advice and support to the school.

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<sup>5</sup> SEN Code of Practice 1.24

<sup>6</sup> Further information can be found in the SEND Mainstream Core Standards document: [Special educational needs mainstream core standards \(kelsi.org.uk\)](https://www.kelsi.org.uk/special-educational-needs-mainstream-core-standards)

### 1.3 How we are further improving access to the curriculum

The County Approach to Inclusive Education (CATIE) is our adopted strategy to drive the transformational change needed in Kent to enable all children and young people with SEND to thrive in mainstream school settings. Our Priorities are:

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

This priority focuses on building capacity within settings through three parts: the development of a core training offer, leadership development programmes, and peer-to-peer review structures across the county.

This priority will ensure schools have the skills, confidence and culture to support all children and young people with SEND and provide them with equitable access to a challenging and wide-ranging curriculum.

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

This priority explores 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.

This priority is focused on ensuring the resources available in the system have the maximum impact on supporting children and young people with SEND to progress well in mainstream schools, by having the right support to access a curriculum.

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

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.

This priority recognises that the support children and young people with SEND need to fully access the opportunities in mainstream schools and their curriculums is not limited to school staff; it requires professionals from other services to play their parts. By better supporting the holistic needs of these children and young people, they are best placed to do well in school.

#### **Priority Four: Ensuring smooth transition between education phases**

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.

This priority will ensure that there is support in place for children and young people with SEND and each point of transition.

All schools, including academies and free schools, have contributed to the £20m fund which supports the delivery of the County Approach to Inclusive Education.

The Government has announced support from wraparound childcare, to support working families access to before and after school provision for primary aged pupils. This provision will be available to disabled children too, as part of the wider curriculums of their schools.

KCC has adopted a locality model to secure service improvement. The model aims to enable SEN support and services to be accessed more easily and delivered in a new way. The locality model will help pupils to thrive at school, be valued, visible, and feel included in their local communities. It seeks to build on peer to peer support and moderation; align health and education partners; place resources and decision making in the hands of localities to enable efficient, effective, timely and consistent decisions to be made that will better support all schools to have the right people, training, skills and resources at the right time to make the curriculum accessible to children and young people with SEND.

Additionally, we are developing an education application of The Future Planning Tool, to support curriculum planning, particularly in Post 16. This will ensure that the curriculum available, meets the aspirations of young people with SEND, improving access to, and participation in, Post 16 provision.

## **2. Improving the physical environment of the school so disabled pupils can make best use of the opportunities available at the school.**

### **How we are improving the physical environment of schools**

The local authority is committed to developing the range of provision available in localities across the County. We recognise that investment in buildings and outside areas supports improved access to a full curriculum for children and young people with special educational needs and disabilities. The aim is to ensure that the physical environment of schools will be improved to ensure that accessibility is not a barrier to learning and other opportunities for pupils with SEND.

An aim is for as many maintained schools as possible to have a range of features to meet the core special needs most often associated with physical difficulties (access ramps, toilets and personal care facilities, and access to all key curriculum areas). It is recognised that some school buildings simply cannot be made as accessible as we would like.

Improvements to physical access include a wide variety of adaptations ranging from the quite simple to more complex refurbishments and alterations. Improvements can sometimes be achieved by, for example, re-arranging room space, removing obstructions from walkways, changing the layout of classrooms or re-allocating rooms to particular subject specialism or improving the acoustic and visual environment. Much of this can be delivered by schools themselves while discharging

their responsibilities. However, schools are not obliged to anticipate and make adjustments for every disability and need only to make reasonable adjustments. The physical needs of some pupils (including those with sensory impairments) are very specific and may require specific further adaptations. The local authority can assist maintained, community, voluntary controlled and foundation schools with these through the provision of capital grants using the School Access Initiative capital budget.

The planning duty under this heading includes improvements to the physical environment of a school and the provision of physical aids to education. Physical aids to education would include specialist furniture or equipment, Information and Communication Technology equipment or mobility aids.

## 2.1 The local authority:

- is undertaking accessibility audits for all maintained schools (community, foundation and voluntary controlled schools). The outputs of these are informing schools' accessibility plans and the authority's capital programme;
- is reviewing on an on-going basis, through the Education Asset Board, physical access and suitability audits of all maintained schools;
- has a School Access Initiative capital budget which funds larger capital projects in maintained community, voluntary controlled and foundation schools which are required to either enable an individual child's needs to be met at a particular school, or as part of our wider programme of improving access to schools in localities;
- is ensuring that any new school buildings take account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users;
- is ensuring that any building works comply with Building Regulations, including Part M<sup>7</sup>;
- is providing advice to schools via:
  - The Local Inclusion Form Team (LIFT)
  - The Education Psychology Service
  - Specialist Teaching and Learning Service (STLS)
  - Physical Disability and Sensory Specialist Teaching and Learning Service
  - Kent and Medway Communication and Assistive Technology Service (KM CAT)

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<sup>7</sup> Building Regulations Part M in the UK focuses on ensuring that buildings are accessible and usable by everyone, including people with disabilities. [It sets out requirements for the design and construction of buildings to make them accessible to people with a wide range of disabilities, including physical, sensory, and cognitive disabilities.](#)

- Resources on the Kent County Council (KCC) website including specific information around Autism and other neurodivergent differences. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet>
- Autism Education Trust (AET) autism training is available for education settings from Early Years to Post 16
- is providing specialist aids/equipment to meet the needs of individuals in liaison with the Local Health Board; and,
- is maintaining up to date information about the number of children and young people with disabilities of different types through the Council's existing information gathering systems.

## 2.2 Schools are:

- using devolved budgets, including devolved capital, to ensure that their responsibilities are met, as far as is reasonably possible;
- ensuring that any new building works planned meet the needs of pupils with disabilities and conform to building regulations;
- on a planned, strategic basis, continuing to progressively embed good practice within the school developing the inclusive ethos;
- providing specialist aids/equipment and make reasonable adjustments to meet the needs of the individuals;
- accessing training and advice for governors, teaching staff and non-teaching staff;
- continuing to maintain up to date information about the number of pupils with disabilities in the school;
- anticipating the types of issues / barriers that could arise; and,
- reviewing school organisation and accommodation usage to maximise accessibility and opportunities.

## 2.3 **What we are doing to further improve the physical environment of schools to support disabled pupils.**

The local authority is:

- drawing together information from the commissioned accessibility audits to identify and use available capital funding to fill geographical gaps in provision strategically and ensure all localities have a range of accessible schools to meet differing need;
- working to improve the accessibility information available to parents/carers when applying for a school place so they can make informed choices, as this will better support access to the curriculum and to physical access to premises;



- developing an education application of the Future Planning Tool which has the potential to support effective accessibility planning, taking data several years in advance to prepare for the upcoming cohorts' accessibility needs;
- investing in Specialist Resource Provisions in mainstream schools, particularly for secondary schools, to ensure pupils have appropriate pathways to suitable learning environments;
- looking at the business case for investing in mainstream school buildings to provide intervention spaces, such as sensory spaces; and
- working with the Integrated Care Board to improve access to Occupational Therapist advice and assessments relating to the equipment and personalised moving and handling plans needed in schools to support individual pupils.

### **3. Delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

The requirement in the Children and Families Act 2014 to develop a local authority Local Offer has the express purpose of making information more accessible. Kent's SEND Local Offer, the SEND Information Hub is available at: [Special educational needs and disabilities \(SEND\) - Kent County Council](#). For those families who are not able to access the internet, access to the Local Offer is being made available through schools and community venues such as Libraries and Family Hubs.

#### **3.1 The local authority:**

- is enabling digital access to information in formats compatible with different devices;
- is making sure information is available in alternative versions, including braille or a language other than English;
- will provide a British Sign Language (BSL) interpreter for meetings if required;
- is striving to ensure the language used is accessible to all, and if by necessity information cannot be simplified, that easy read versions are available;
- will provide access to information for and through a range of professionals, for example youth workers, who can support disabled young people and those educated outside of school to access information in different ways and in different environments;
- will provide places in communities where individuals and families can access information, for example gateways and family hubs; and,
- will raise the profile of information which helps parents advocate for their children, for example parent training on the mainstream core standards.

Specifically for pupils in maintained schools, the local authority:

- will provide access when required to information in Braille and large print formats for children and young people via Visual Impairment (VI) Specialist Teaching and Learning service;
- will provide children and young people with access when required to British Sign Language (BSL) support for school information and communication via the Hearing Impaired Service;
- will support schools by making advice available from the specialist teachers for vision impairments, hearing impairments and physical difficulties;
- will provide access to specialist ICT communications equipment for individual students with specific needs; and
- will fund Information, Advice and Support Kent (IASK) which offers impartial information, advice and support to families of children and young people who have special educational needs or disabilities (SEND) encouraging and developing partnerships between children, young people, parents, schools, the local authority and other partners.

3.2 Schools are:

- meeting their duty to provide information in accessible forms to students who may have difficulty reading information in standard written form. This 'school information' includes any information given to pupils by the school, such as letters, handouts and worksheets, textbooks, timetables, handbooks, test and examination papers, notices and notice boards, posters around the school, information about school events, and reports on progress.

## **4 Further actions**

4.1 The local authority:

- has a long-term plan to better align the Local Offer website pages with the Family Hub pages so that families have a more seamless journey through the universal information to the more targeted and statutory information.
- is working on a programme to digitise some of the content of Roadshows (where we visited parents at schools to inform them about the SEND information hub) including an animation about the Local Offer.

## IMPLEMENTATION AND REVIEW

Implementation of this strategy is embedded in the core work of a number of teams within the local authority and its partners:

Area	Delivered by
Access to the curriculum	Special Education Needs (SEN) Inclusion Advisers
	Specialist Teaching and Learning Service (STLS)
	Communication and Assistive Technology (CAT) Team
	School Improvement Service
	Local Inclusion Forum Team (LIFT)
	Educational Psychology Service
	Physical Disability Specialist Teaching and Learning Service (PDSTLS), Visual Impairment (VI) and Hearing Impairment (HI) Specialist Teaching and Learning Service (STLS), Kent and Medway Communication and Assistive Technology Service.
Improving the physical environment	Area Education Teams
	Capital Projects Team
	School Access Initiative (SAI) Team
	Capital Finance Team
	Access-able
	Physical Disability Specialist Teaching and Learning Service (PDSTLS), Visual Impairment (VI) and Hearing Impairment (HI) Specialist Teaching and Learning Service (STLS), Kent and Medway Communication and Assistive Technology Service.
Improving access to information	Local Offer Team
	Specialist Teaching and Learning Service (STLS)
	Visual Impairment (VI) and Hearing Impairment (HI) Services
	Kent Association for the Blind

Work to improve the quality of our SEND services is ongoing and subject to a significant amount of reporting and monitoring, through the SEND Assurance Board and its subordinate structures of Transformational Operations Groups and the CATIE Monitoring and Evaluation Group. Therefore, the effectiveness of this strategy will be reviewed utilising information collated via these structures, rather than introducing further, separate monitoring and review structures.

Aspects relating to improving the physical environment are co-ordinated and overseen in the Education Asset Board. This Board oversees the education capital programmes, including the School Access Initiative. It oversees progress on the aim to ensure all localities have a pattern of schools to meet the differing accessibility needs of the wider community.

The strategy will be updated in 2027.

## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

#### 1. Name of Activity (EQIA Title):

Education Accessibility Strategy (2025 – 28)

#### 2. Directorate

Children Young People and Education (CYPE)

#### 3. Responsible Service/Division

Education Planning and Access

### Accountability and Responsibility

#### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Lee Round -CY EPA

#### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

David Adams – CY EPA

#### 6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes - CY EPA

### The type of Activity you are undertaking

#### 7. What type of activity are you undertaking?

**Service Change** – *operational changes in the way we deliver the service to people.* Answer Yes/No

Yes

**Service Redesign** – *restructure, new operating model or changes to ways of working.* Answer Yes/No

No

**Project/Programme** – *includes limited delivery of change activity, including partnership projects, external funding projects and capital projects.* Answer Yes/No

No

**Commissioning/Procurement** – *means commissioning activity which requires commercial judgement.* Answer Yes/No

No

**Strategy /Policy** – *includes review, refresh or creating a new document.* Answer Yes/No

Yes

**Other** – Please add details of any other activity type here.

**Not Applicable**

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

**Duty to have a written accessibility strategy**

Schedule 10 of the Equality Act 2010 (the “Act”) places a duty on the local authority to prepare a written accessibility strategy relating to the schools it is responsible for (community, foundation and voluntary controlled schools). It also places a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan.

The Act stipulates that the purpose of an accessibility strategy is to:

- increase the extent to which disabled pupils can participate in the schools’ curriculums;
- improve the physical environment of the schools to increase the extent to which disabled pupils can make best use of the opportunities available at the schools; and
- improve delivery of accessible information to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of accessible information under (3) must be:

- within a reasonable time; and
- in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

Individual schools’ accessibility plans should also be designed to further these three objectives and should take account of the disabilities of the pupils attending the school and the preferences expressed by them and their parents. Both strategies and plans should be kept under review and, if necessary, revised, and the local authority or school must consider the need to allocate adequate resources for their implementation.

The Act defines a disabled pupil as a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments.

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Act. However, it does not necessarily mean that a pupil who has a disability also has SEN, although there is a significant overlap between disabled children and young people and those with SEN.

## Section B – Evidence

*Note: For questions 9, 10 & 11 at least one of these must be a ‘Yes’. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.*

**9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No**

Yes

**10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No**

Yes

**11. Is there national evidence/data that you can use? Answer: Yes/No**

Yes

**12. Have you consulted with Stakeholders?**

*Answer: Yes/No*

*Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.*

Yes.

The Strategy was subject to public consultation between 23 September and 11 November 2024. The responses received were summarised in report to Members. The responses have been considered. The draft Strategy has not been change following consultation.

**13. Who have you involved, consulted and engaged with?**

*Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.*

A Public Consultation is scheduled. It will be available on the KCC website.

Those consulted will include:

- maintained primary, secondary and special school staff and governing bodies including academies
- Parents of children/young people
- KENT PACT
- Information, Advice and Support Kent (IASK)

The assumptions made in this EQIA will be tested through the consultation process and reviewed in response to the responses received.

**14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No**

No

**15. Do you have evidence/data that can help you understand the potential impact of your activity?**

*Answer: Yes/No*

Yes.

**Uploading Evidence/Data/related information into the App**

*Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.*

**Upload via APP**

[Children and young people's data - Kent County Council](#)

[Facts and Figures - KELS!](#)

- [Academic Year 21/22 Special Educational Needs in England](#)
- [Academic Year 22/23 Special Educational Needs in England](#)

Note that the national data covers all schools, including academy schools.

Consultation analysis after closure

**Section C – Impact**

**16. Who may be impacted by the activity? Select all that apply.**

Service users/clients - *Answer: Yes/No*

Yes

Residents/Communities/Citizens - *Answer: Yes/No*

Yes

Staff/Volunteers - *Answer: Yes/No*

Yes

**17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No**

Yes

**18. Please give details of Positive Impacts**

The Accessibility Strategy aims to bring improved equity for children, young people and their families by outlining how the LA and all maintained schools currently:

- increase access to the curriculum;
- increase access to buildings; and
- improve the delivery of information to disable pupils.

In addition the Strategy outlines how the above points will be further developed.

Children and young people, including those with an EHCP/ SEN support, and their families will have a more defined pathway of support, with clear information/communication provided.

Processes will be less bureaucratic and more streamlined so that capacity is improved for all parties involved, including applications, specifically for processes linked to funding.

## Negative Impacts and Mitigating Actions

The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

### 19. Negative Impacts and Mitigating actions for Age

a) Are there negative impacts for Age? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Age

Not Applicable

c) Mitigating Actions for Age

Not Applicable

d) Responsible Officer for Mitigating Actions - Age

Not Applicable

### 20. Negative Impacts and Mitigating actions for Disability

a) Are there negative impacts for Disability? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Disability

Not Applicable

c) Mitigating Actions for Disability

Not Applicable

d) Responsible Officer for Mitigating Actions - Disability

Not Applicable

### 21. Negative Impacts and Mitigating actions for Sex

a) Are there negative impacts for Sex? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Sex

Not Applicable

c) Mitigating Actions for Sex

Not Applicable

d) Responsible Officer for Mitigating Actions - Sex

Not Applicable

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

a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

b) Details of Negative Impacts for Gender identity/transgender



Not Applicable
<b>c) Mitigating actions for Gender identity/transgender</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
Not Applicable
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
Not Applicable
<b>c) Mitigating Actions for Race</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions – Race</b>
Not Applicable
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
Not Applicable
<b>c) Mitigating Actions for Religion and belief</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
Not Applicable
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation. Answer:</b> <i>Yes/No (If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
Not Applicable
<b>c) Mitigating Actions for Sexual Orientation</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
Not Applicable
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
Not Applicable
<b>c) Mitigating Actions for Pregnancy and Maternity</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
Not Applicable
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
Not Applicable

<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
Not Applicable
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Not Applicable
<b>c) Mitigating Actions for Carer's responsibilities</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Not Applicable

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**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 January 2025**

**Subject: School Access Initiative (SAI) Policy and Procedure**

**Decision no: 24/00073**

**Key Decision: Yes - *It impacts more than 2 Electoral Divisions***

**Classification: *Unrestricted***

**Past Pathway of report: *None***

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

**Electoral Division: All Divisions**

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**Is the decision eligible for call-in? Yes**

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**Summary:** As part of Kent County Council's commitment to improving our services to children and young people with special educational needs and/or disabilities (SEND), we have reviewed our SEND Strategy. A related policy and procedure is the School Access Initiative.

The County Council creates a capital funding stream, the Schools Access Initiative (SAI), to enable it to improve the physical accessibility of maintained mainstream schools, for which it has capital responsibility (community, foundation and voluntary controlled schools). The SAI Policy and Procedure outlines the process to be followed to access this capital funding to improve the accessibility for individuals or groups of children and young people with disabilities. KCC has commissioned accessibility audits on all community, voluntary controlled and foundation schools to support its strategic planning.

The responsible bodies for academies, free school or voluntary aided schools receive either a School Condition Allocation (SCA) from the DfE or (if they are not eligible for SCA) they can apply for a Condition Improvement Fund (CIF) to complete capital works. These responsible bodies are expected to fund accessibility improvements in their schools.

The SAI Policy and Procedure will:

- 1) proactively improve the access to the physical environment of schools which KCC has capital responsibility for (community, foundation and voluntary controlled schools);

- 2) support individual children to attend or who are attending these schools and require reasonable adjustments to be able to access the schools facilities;
- 3) through the commissioning of accessibility audits on all community, foundation and voluntary controlled schools, KCC is supporting governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan; and
- 4) allow KCC to use information to identify geographical gaps in the accessibility of its schools for it to address proactively.

Following public consultation on the draft of the SAI Policy and Procedure, this report details the responses received and recommends the SAI Policy and Procedure be adopted.

### **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 as detailed in the Proposed Record of Decision (attached at appendix 1)

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## **1. Introduction**

- 1.1 The Authority is undertaking a wide range of activities to improve the support for and outcomes achieved by children and young people who have special educational needs, and/or a disability. This includes activity and support to improve their opportunities to successfully access local mainstream education and to flourish in this environment.
- 1.2. To support this work the Authority has drafted a Schools Access Initiative (SAI) Policy and Procedure. This discharges the Authority's duty under Schedule 10 of the Equality Act 2010 to proactively improve the access to the physical environment of school which KCC has capital responsibility for (community, foundation and voluntary controlled (VC) schools). It supports individual children to attend, or who are attending, these schools and require reasonable adjustments to be able to access the schools' facilities.
- 1.3 The Council's commitment to this area of activity has been underpinned for many years by it setting aside SAI capital funding. For example, across the 5 year period 2019-24, £3,152,274 was spent on 83 SAI projects. Appendix 1 lists schools where improvements have been made in this period.
- 1.4 Through the commissioning of accessibility audits on all community, foundation and voluntary controlled schools, KCC is supporting governors and leaders to enable them to proactively address any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plans. In addition, KCC will use this information to identify geographical gaps in the accessibility of its schools for it to address proactively.
- 1.5 The Schools Access Initiative (SAI) Policy and Procedure relates to Kent maintained schools (community, voluntary controlled, and foundation schools).

The responsible bodies for academies, free schools or voluntary aided schools receive either a School Condition Allocation (SCA) from the DfE or (if they are not eligible for SCA) they can apply for a Condition Improvement Fund (CIF) to complete capital works.

- 1.6 The SAI Policy and Procedure sets out how the funding KCC sets aside to improve the accessibility of its community, VC and foundation schools is accessed, how spending decisions are made, communicated and can be challenged, together with the governance arrangements.
- 1.7 As currently drafted, the SAI Policy and Procedure places the onus on the school to fund adaptations under £10,000. It will be the school's decision and responsibility to fund through their revenue or devolved capital budgets, in line with their responsibilities to make reasonable adjustments.
- 1.8 The SAI Policy and Procedure was subject to public consultation between 23 September and 11 November 2024. The responses received are summarised in this report. These have been considered. Where appropriate the draft Policy and Procedure has been changed to reflect the consultation responses.
- 1.9 We are seeking the views of the Children's, Young People and Education Cabinet Committee on this draft SAI Policy and Procedure prior to the Cabinet Member for Education and Skills being asked to adopt it.

## **2 Key Considerations**

- 2.1 We want all children and young people to be engaged with and included in the provision of high-quality inclusive education in their local community, ensuring that, whatever their circumstance or ability, they have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life.
- 2.2 Improving access to inclusive local mainstream provision is a key aspect of the Authority's work as we strive to address the weaknesses identified in the area inspection.
- 2.3 The Authority is under a duty to prepare a written Education Accessibility Strategy and consider the need to allocate adequate resources for its implementation. The draft SAI Policy and Procedure supports the Education Accessibility Strategy by setting out how the financial resources set aside to improve access to the physical environment of a maintained mainstream school is accessed.

## **3. Consultation**

- 3.1 The draft SAI Policy and Procedure was developed following with wide ranging input from across the Education Service. It was subject to public consultation, together with the Education Accessibility Strategy. At the same time the Authority's draft SEND Strategy 2025-28 was consulted on, in order that respondents were able to see the linkages.

- 3.2 There were 746 visits to the consultation pages, 216 document downloads and 15 responses to the consultation. Eight responses were from parents/carers or family members, the remainder from professionals. Eight respondents had children with SEN, of which five had an Education, Health and Care Plan.
- 3.3 Very few respondents indicated whether they agreed, partly agreed, or disagreed that the actions proposed in the SAI Policy and Procedure would be effective in improving access to the curriculum, physical environment or of maintained mainstream schools. The comments received relating to improving access to the physical environment are summarised below.
- 3.4 Minor changes have been made to the Policy and Procedure following consultation. In general, these clarifies that advice will be sought from the appropriate specialist officers (Physical Disability, Hearing Impairment, Visual Impairment Sensory). In addition, it clarifies that the Assistant Director Education informs all parties of the decisions at Stage 1 and Stage 2.

## Consultation Responses

### The physical environment

- It isn't all about 'neurodivergent' children; those with neurodisability are on the surface harder to include unless buildings are designed well as they need space for wheelchairs / walkers / stretches / specialist toilet facilities. Smaller class sizes and adaptations to teaching are easier so 'neurodivergent' children are easier to include.
- There is little or no funding to make reasonable adjustments at mainstream level. Our child used to come out of school crying due to the excessive noise and behaviour experienced in a class of 32 children. Teachers seem overwhelmed at dealing with this, therefore too much of the lesson was devoted to behaviour management.
- Concerned that you have underestimated what the cost will be to adapt buildings. For Specialist Resourced Provisions it is not just about space. Will there be a separate entrance so that students don't have to mix with crowds of students/. Staff are not in the SRP at the start and end of the day. Where will the SRP students have their lunch/breaks?
- I would have expected to see some "numbers", some finances of what you predict the costs will be, and when you expect all the work to be completed by etc. Parents will not feel assured until they can see that the buildings are accessible and that their child will be able to be included.
- For schools adaptations to the buildings are costly for 1 or 2 pupils where funding is limited and budgets strained. Can we justify the expense when the cost will effect the education of many more?
- Have you done any predictions for costings? I would expect to see at least an estimate of costings because, I presume you have done this in order to make sure that this strategy is affordable? From my knowledge of school buildings in various districts, it's going to take a lot of money to make them fully accessible.

### Other

- There is no money in the system currently to be able to implement changes required.
- £10,000 is an awful lot of money for a small village school and size of school must be considered when making these decisions.
- Schools are expected to fund up to £10,000 for the adaptations for one pupil, what if they get 20 pupils that need different adaptations and all are just under the £10,000 then you're expecting that school to find a lot of money out of their budget.
- The documents states that 'Property and Infrastructure will undertake a high level cost feasibility of the adaptations required which will be reported to the relevant ADE and PD&S STLS' this does not always happen - sometimes the ADE will refuse any works under SAI from the STLS report. Is this going to change?
- There needs to be a clear funding stream available.
- Unfortunately, this strategy is dependent on funding. Without this no change is possible.
- Schools are not only concerned about meeting needs for those with complex physical disability so likely to turn them away, but 1 in 400 children have cerebral palsy so it is not uncommon. Teaching assistants are key for children with SEND.
- Schools should be local to the child and this is not always the case! There should also be equal opportunity for choice.
- The place of education needs to be suitable, there is also a duty to all pupils to provide a safe, structured education.
- This approach will take too long meaning schools will be footing the bill for long periods of time.
- There needs to be joined up thinking between admissions and Specialist Teaching and Learning Services (STLS). Schools are sometimes allocated without STLS being aware of need and an inappropriate school being given.
- If a child/young person is not yet on roll at a school, why would they complete an SAI referral form - they wouldn't necessarily know about the upcoming need.

3.5 It is evident that most comments had at their heart concern about funding and only for physical adaptations to buildings but also for appropriate staff training, access to adult support. There is the concern that without adequate resources the SAI Policy and Procedure would not bring about the desired change. The pressures on resources are well known, however, much of the work to improve Kent's performance in the SEND space relates to improving the outcomes achieved with the resources within the system, ensuring these are co-ordinated, deliver evidence based interventions, and support children and young people attend local inclusive mainstream education. The SAI Policy and Procedure aims to ensure the capital funding available to the council to support improving physical access to maintained mainstream schools is effectively and efficiently used. Importantly, the aim is to improve our strategic planning to ensure choice is improved for facilities are available in a timely manner, rather than reacting to immediate need.

#### **4 Options considered and dismissed, and associated risk**

- 4.1 The option of not having an SAI Policy and Procedure was dismissed. The funding of SAI works is finite and therefore, we need a framework against which fair and consistent funding decisions can be made.
- 4.2 Incorporating this within the SEND strategy was dismissed to ensure both Strategies can remain focused and concise. Clarity of vision and how this will be achieved is fundamental to achieving the better outcomes for children and young people the Authority seeks.

## **5 Financial Implications**

- 5.1 Currently, £750,000 is allocated each financial year from the Annual Planned Enhancement Budget for SAI works. In 2024-25, the total budget for SAI works was £1.9m (including £1.2m of roll forward from previous years). This budget has been fully committed to projects due to be completed in either 2024-25 or 2025-26.
- 5.2 There are no additional revenue costs expected with this proposal. Implementation of the policy will be administered through existing resources.
- 5.3 The Policy and Procedure does not, therefore, represent either a financial cost or saving.

## **6 Legal implications**

- 6.1 Schedule 10 of the Equality Act 2010 places a duty on local authorities to prepare a written accessibility strategy and for the schools it is responsible for, setting out how for disabled pupils it is increasing access to the curriculum, physical environment and information. It also places a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan.
- 6.2 The SAI Policy and Procedure enables the Local Authority to deliver its responsibilities under the Act by improving the physical accessibility of maintained mainstream schools, for which it has capital responsibility.
- 6.3 Legal advice was sought when drafting this policy and incorporated into the version consulted on.

## **7. Equalities implications**

- 7.1 The SAI Policy and Procedure is intended to increase and improve the accessibility to education provision for children and young people with a disability. No adverse impact on protected groups were identified prior to stakeholder consultation.
- 7.2 Three comments were received from respondents about equality issues. They can be summarised as follows:
  - Parents of pupils with SEND do not have the same wide choice of schools as parents of pupils without SEND. Ensuring at least 'one pathway' per district does not offer choice.



- Mainstream schools do not always understand a child's needs or disabilities.
- Parents/carers of pupils with SEND face barriers when trying to access extra support to provide access to the curriculum.
- Policy decisions in other areas such as the decision to move special school nursery provision to an outreach model and the change of designation of special schools will impact this strategy. Even with the adaptations this strategy proposed, there will be SEND pupils who will not be able to manage in a mainstream setting and have access to the curriculum.

7.3 The comments received focus on other policy decisions, rather than the SAI Policy and Procedure per se. The point that disabled children and young people have less choice is accepted, hence why the SAI Policy and Procedure is required. This and the Accessibility Strategy seeks to enhance choice, rather than restrict it.

## 8 Data Protection Implications

8.1 The decision making process involves data of children including their needs related to medical conditions or disabilities. Appropriate data protection notices are in place for this. The DPIA has highlighted the need for this data, which is used by a small number of officers across Infrastructure and Education is held in one place, with appropriate retention protocol. Details of approximately a dozen children per year are captured by this process. The risk is assessed as low.

## 9 Other corporate implications

9.1 Delivery of the SAI Policy and Procedure requires close working between Education and Infrastructure together with schools. The policy reflects existing working arrangements but clarifies responsibilities and process for the benefit of all. It makes decision making transparent.

## 10 Governance

10.1 Christine McInnes - Director of Education and SEN will inherit the main delegations via the Officer Scheme of Delegation.

## 11 Conclusion

11.1 The SAI Policy and Procedure provides clarity and transparency to existing processes.

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### 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 as detailed in the Proposed Record of Decision (attached at appendix 1).

## 12 Background Documents

- *Equality Impact Assessment*
- *Data Protection Impact Assessment*

## 13. Appendices

*Appendix 1: PROD*

*Appendix 2: The Schools Accessibility Strategy Policy and Procedure*

*Appendix 3: SAI Projects 2019-24*

*Appendix 4:: EQIA: The Schools Accessibility Strategy Policy and Procedure*

*Appendix 5: Data Protection Impact Assessment*

## 14. Contact details

Report Author: David Adams Job title: Assistant Director Education, South Telephone number: 03000 414989 Email address: <a href="mailto:david.adams@kent.gov.uk">david.adams@kent.gov.uk</a>	Relevant Director: Christine McInnes Name, job title: Director of Education and SEND Telephone number: 03000 418913 Email address: <a href="mailto:christine.mcinnnes@kent.gov.uk">christine.mcinnnes@kent.gov.uk</a>
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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

### DECISION NUMBER:

24/00073

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

### Key decision: Yes

- It affects more than 2 Electoral Divisions- All Divisions are impacted.

### Subject Matter / Title of Decision

Schools Access Initiative Policy and Procedure

### Decision:

As Cabinet Member for Education and Skills I agree to:

- APPROVE the adoption and implementation of the Schools Access Initiative Policy and Procedure
- Delegate authority to the Corporate Director of Children's, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to refresh and/or make revisions to the policy where changes do not require additional governance.
- Delegate authority to the Corporate Director of Children's, Young People and Education to take relevant actions, including but not limited to, entering into and finalising the terms of relevant contracts or other legal agreements, as necessary, to implement the above decision.

### Reason(s) for decision:

The Schools Access Initiative Policy and Procedure are written to support the delivery of a number of strategies including:

- The Education Strategy,
- The delivery of Kent's SEND Strategy, and
- Our Countywide Approach To Inclusive Education (CATIE).
- the Commissioning Plan for Education provision in Kent 2023-27.

Schedule 10 of the Equality Act 2010 places a duty on local authorities to prepare a written accessibility strategy and a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan. It also places a duty on local authorities/governing bodies to plan to increase the accessibility of their schools. KCC does not have a current Education Accessibility Strategy which this addresses.

The County Council provides capital funding, the Schools Access Initiative (SAI), to enable KCC maintained mainstream schools, for which it has capital responsibility (community, voluntary controlled and foundation school), become more accessible for school aged disabled children. It supports the implementation of the Education Accessibility Strategy.

The Council's commitment to this area of activity has been underpinned for many years by it setting aside SAI capital funding. For example, across the 5 year period 2019-24, £3,152,274 was spent on 83 SAI projects.

The SAI Policy and Procedure sets out how the funding KCC sets aside to improve the accessibility of its community, VC and foundation schools is accessed, how spending decisions are made, communicated and can be challenged, together with the governance arrangements.

The documents were consulted on in the Autumn of 2024. The responses received have been considered in making this decision with changes being made to the Policy and Procedure.

**Cabinet Committee recommendations and other consultation:**

The views of the Children’s, Young People and Education Cabinet Committee Members will added following the meeting.

The documents were consulted on in the 23 September to 11 November 2024. Fifteen responses were received. Nine responses were from parents/ carers or family members, the remainder from professionals. Eight respondents had children with SEN, of which five had an Educational Health and Care Plan.

**Any alternatives considered and rejected:**

The option of not having an SAI Policy and Procedure was dismissed. The funding of SAI works is finite and therefore, we need a framework against which fair and consistent funding decisions can be made.

Incorporating this within the SEND strategy was dismissed to ensure Strategy and Policy and Procedure remained focused and concise.

Amendments to the SAI Policy and Procedure were made reflecting comments received during the consultation period.

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

NA

.....  
signed

.....  
date

# **School Access Initiative – Policy and Procedure**

Amended following  
consultation November  
2024

## **School Access Initiative – Policy and Procedure**

### **Section 1. What is the Schools Access Initiative (SAI)?**

The County Council has a capital funding stream, the Schools Access Initiative (SAI), to enable it to improve the physical accessibility of maintained mainstream schools, for which it has capital responsibility (community, foundation and voluntary controlled schools).

Funding is used to improve accessibility for individuals or groups of children and young people with disabilities to enable them to attend a local maintained mainstream school. The County Council uses the funding to ensure as far as reasonably practicable at least one school in each district is able to meet the diverse needs of children, and to address wider accessibility issues. SAI funding is also used to make adaptations to support individual children where this represents an appropriate use of public funds.

The responsible bodies for schools (governing bodies/academy trusts) must produce an Accessibility Plan. One aspect of this is to explain how they are improving the physical environment of the school to increase the extent to which disabled pupils can make best use of the opportunities available at the school. Therefore, responsible bodies should consider adaptations as part of a strategic approach to planning for pupils with disabilities and, as far as it is possible, proactively anticipate access requirements when any works or improvements to their estates are undertaken. The needs of disabled pupils should be planned for by the responsible bodies.

### **Section 2. Strategic Priorities**

- The County Council's Education Accessibility Strategy sets out how it and its maintained schools are improving access to the physical environment of the schools so that disabled pupils are able to take increased advantage of educational benefits, facilities or services provided or offered by the schools.

The steps below will be taken to support this priority, and will inform deployment of SAI resources:

- to address wider accessibility issues in schools, including:
  - to improved physical access to the school e.g. ramps and handrails;
  - to improved physical movement around the buildings e.g. automated doors;
  - to improved facilities within the building for disabled pupils e.g. sensory rooms, medical rooms and acoustic improvements.
- to improve access to a local school\* to facilitate inclusion for a named pupil, where this is an appropriate investment and an alternative accessible local school cannot be identified;

*\* The definition of “local school” will vary with context and circumstances. These include cost of adaptation, incidence rate, rurality. The individual circumstances will be considered to determine whether the adaptation is considered appropriate.*

### **Section 3. Which schools are supported by KCC’s Schools Access Initiative funding?**

All Kent County Council maintained mainstream community, voluntary controlled and foundation schools.

Capital funding for voluntary aided schools, academies and free schools is via either their responsible body’s School Capital Allocation (SCA) or through a Condition Improvement Fund (CIF) application to the DfE.

### **Section 4. Identification of Need**

As outlined in Schedule 10 of the Equality Act 2010 the local authority has a duty to put in place an accessibility strategy (in our case the Education Accessibility Strategy 2024-27)

The School Access Initiative – Policy and Procedure, part of the Education Accessibility Strategy 2024-27, specifically sets out how the local authority will be improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools. This requires a strategic, proactive approach. However, it is recognised that it will be necessary on occasion to react to changes and individuals’ needs.

The County Council has commissioned accessibility audits on all community, voluntary controlled and foundation schools. The reports give information to school governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan (published on the school’s website). The County Council is using this information to identify geographical gaps in the accessibility of its schools for it to address proactively. A strategic summary of the findings of the accessibility audits is reported annually to the Education Asset Board, which oversees proposals to address themes identified by the audits and geographical gaps in provision, and allocates available SAI funding accordingly.

The County Council identifies the individual pupils that may need adaptations made to a local school via a number of Specialist Teaching and Learning Services (STLS).

The STLS teams provides advice to both the Council and schools that are planning for prospective pupils who may require physical adaptations.

Referrals to the Physical Disability /Sensory Specialist Teaching and Learning Service (PD&S STLS) can be requested from the nursery or school SENCO or via a

child's physiotherapist or portage worker. Referrals are made via the PD webpage [Physical Disability and Complex Medical Needs - KELSI](#).

Sensory support, including visual and hearing impairments, can be accessed in the first instance via emailing the team at [hivimsi@kent.gov.uk](mailto:hivimsi@kent.gov.uk). As with the PD service, the Sensory Service will receive referrals from education establishments, parents or health professionals.

Support for children and young people with Neurodivergent and/or Speech Language and Communication Needs can be accessed via a number of sources. This includes general advice via referral to the Local Inclusion Forum Team (LIFT), SLTS and resources that are available on the KCC website:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet>

[Parent Portal | Home \(speechandlanguage.info\)](#)

A realistic balance must be taken between the importance of school access and the cost of projects. In some cases, it will not be possible or appropriate to deliver adaptations due to the nature of the school site or prohibitive cost of any proposed works. Where this is the case, professionals may recommend that the child is placed at an alternative local school which is able to meet the child's needs. Most schools' over-subscription criteria will place a high priority on children who have access needs, including physical impairments and medical issues, but who do not have an EHC Plan. The admission of children with an EHC Plan is dealt with via the statutory assessment process.

In order to support parents/carers in making informed choices when applying for a school place, we are working to improve the accessibility information available, as this will better support access to the curriculum and physical access to premises.

While we wish to support parental choice, it will not always be appropriate or necessarily possible, to ensure that whichever school a parent chooses for their child will be accessible for that child's specific needs.

## **Section 5. County Council criteria for SAI funding for adaptations relating to an individual pupil**

### Stage 1.

Following a pupil referral to the appropriate STLS service, the Service will contact and visit the parents' preferred school to make an initial assessment of needs of the pupil. This will report on:

- the possible adaptations that may be required.

A 'Record of Visit' is completed. If adaptations are required, this will be shared with Property and Infrastructure and the relevant Assistant Director Education (ADE).



Property and Infrastructure will undertake a high level feasibility of the ability to implement the adaptations and the estimated cost. This will be reported to the relevant ADE.

Many pupil specific projects cost much less than £10,000 (e.g. classroom blinds for a pupil with visual impairment, a classroom soundfield system for a pupil with hearing impairment, or a wall mounted adjustable changing bed for a pupil with medical needs). If the potential adaptations required are expected to be under £10,000, it will be the school's decision and responsibility to fund through their revenue or devolved capital budgets. The ADE will contact the preferred school to confirm that this is the case.

Where potential adaptations would need support from the SAI budget (cost £10,000 or more), an initial triage will be undertaken by the relevant Area Schools Organisation Officer (ASOO) and reported to the ADE (Appendix A). In liaison with the appropriate specialist service, this will consider:

1. The adaptations required and their costs.
2. Whether the preferred school is the nearest age-appropriate school?
3. If not, whether it is the nearest age-appropriate school that has already had accessibility adaptations relevant to the pupil's needs?
4. Whether there is an age-appropriate school in the district that can already meet the child's needs, and if so, how far away this school is?
5. Other material factors, such as transport costs if relevant.

The ADE will consider whether it may be appropriate to make adaptations at the preferred school, and thus to move to stage 2, or whether (for example) an alternative school is already able to meet the Child's needs, and the likely costs/needs of others would prohibit expenditure in this case.

The decision at Stage 1 (appendix A) will be communicated in writing to the school/specialist teacher/parent/carer as appropriate by the ADE. The appropriate specialist teaching service/the school should liaise with the parents or carers of the child or young person following the outcome at Stage 1. The process for challenging the decision is outlined in Appendix D.

## Stage 2.

The ADE will contact Property and Infrastructure who will arrange a site visit and report from a property specialist to provide advice to the school, and the relevant ADE on the level of cost and feasibility of any works.

If, following the feasibility adaptation costs are expected to be under £10,000, it will be the school's decision and responsibility to fund through their revenue or devolved capital budgets. The ADE will contact the preferred school to confirm that this is the case.

If adaptations are expected to cost £10,000 or more, the school can apply for SAI support by completing the SAI referral form (see Appendix B).

All SAI funding requests will be considered on an individual basis by the SAI Panel.

Acceptance of a request does not constitute a commitment to delivery or funding. The SAI Panel will then decide on the viability of the proposed works identified by the site visit.

When considering the appropriateness of applications for the SAI, the SAI Panel will look at:

- whether the school is the child or young person's nearest age appropriate school;
- the proximity of alternative accessible schools;
- evidence of individual need;
- the extent to which the adaptation would be effective in overcoming the disabled pupil's potential disadvantage;
- the overall feasibility of any proposed works, including site practicalities and health and safety considerations;
- whether the cost / impact of any adaptation would be viewed as effective investment of public resources;
- the interests of other pupils on the school roll and prospective pupils;
- the need to 'compensate' for lost space at a school as a result of the accessibility improvements;
- the extent to which facilities may be utilised by the wider community; and
- the school's accessibility plan.

The SAI panel's decision at Stage 2 (appendix B2) will be communicated in writing to the school/specialist teacher/parent/carer as appropriate by the ADE. The appropriate specialist teaching service/the school should liaise with the parents or carers of the child or young person following the outcome at Stage 2. The process for challenging the decision is outlined in Appendix D.

If the access improvements are considered necessary, appropriate and deliverable, the school will be contacted to discuss funding options prior to any works being commissioned.

For the avoidance of doubt, apart from in exceptional cases the County Council will not fund any adaptations where the accessibility issues have arisen through a lack of maintenance on the part of the school.

No accessibility improvements (e.g. installations or adaptations supported through the SAI programme) should be further adapted or removed by the school without the prior agreement with the County Council. This is because the improvements are a capital asset for immediate and future benefit.

Schools supported by SAI programme funding will need to have an up-to-date accessibility plan in place and published on their website.

In partnership with the school, the County Council will commission and oversee any approved building works or installation of specialised equipment. The school will be responsible for any future maintenance, repair or training related to the accessibility improvements that are delivered. Schools may request to undertake “self-delivery.” To do so, the school would need to complete the ‘Application for a Self-managed Project’ available from the relevant ADE which will be considered by Education Asset Board alongside or subsequent to the SAI funding request. Approval is subject to the County Council being satisfied the project will be professionally managed and completed to the appropriate standard.

## **Section 6. SAI Governance**

The SAI Panel is a sub-group of the Education Asset Board. Its membership comprises:

- One Assistant Director for Education (Chair)
- Assistant Director SEN or Operations Manager
- Head of PD&S STLS
- Head of Capital Projects (or representative)
- Accountant- Capital and Budget Monitoring
- Advisors, as appropriate, who may be:
  - Specialist Teacher – Physical Disability
  - Specialist Teacher – Sensory
  - Advisory Teacher – Vision Support Team
  - Advisory Teacher – Hearing Support Team
  - Team Leader – Autism & Communication Service
  - Assistant Project Manager – School Access

The Panel will meet approximately every six weeks to consider referrals for adaptations. Its decisions will be recorded (Appendix B2). The panel will monitor progress of commissioned works.

Decisions relating to referrals will be communicated back to the school/specialist teacher in writing, with a clear rationale for the decision.

Depending on the proposed cost of a project, the Director Education and SEN may be asked to approve the Panel’s recommendations.

The appropriate support service and the school should liaise with the parents or carers of the child or young person for whom the improvements are intended, explaining how they will aid the placement at the school. It is particularly important to ease any concerns a parent or carer may have when a child is due to start school for the first time or transfer to a new phase of education.

## **Process Chart**

Appendix C provides a visual summary process chart for ease of reference.

## **Section 7. Appendices**

The following documents are attached as appendices:

- Appendix A – Assistant Director Education Initial Assessment Form
- Appendix B1 - SAI Referral Form – To be completed by the school
- Appendix B2 – SAI Panel Decision Form
- Appendix C - School Access Initiative (SAI) Referral Process
- Appendix D - Challenging the decision of the Assistant Director of Education at Stage 1 or the SAI Panel at Stage 2

**Appendix A**

**Assistant Director Education Stage 1 Initial Assessment Form (to be complete by ASOO)**

Specialist Teacher's name:		Date of completion:
Preferred school name:  Headteacher:	Preferred school status:  Community / Foundation / VC	Area:
		Does the school have an up-to-date accessibility plan? Yes / No
Pupil's name:  DOB:	Pupil's address:	Does the pupil have an EHCP?  Yes / No / In process
<p>1a. What adaptations are required to support the pupil's needs? <i>Information provided by appropriate specialist service.</i></p> <p>1b. What are the approximate costs? <i>Information provided by Property and Infrastructure. Are the cost expected to be less than £10,000?</i></p> <p><b>If this is less than £10,000, it will be the school's decision and responsibility to fund through their revenue or devolved capital budgets. No further assessment is required.</b></p>		
2. Is this the nearest age-appropriate school? Yes/No		
3. Is the preferred school the nearest school that has the accessibility adaptation required to meet the pupil's needs?		
4. Are there any schools in the district/borough with adaptations which can met the pupil's needs? If yes, list the schools and the distance from the pupil's home.		

5. Other material considerations (e.g. transport costs if relevant).

Stage 1 Decision to be completed by the Assistant Director Education

Given the information above, does the Assistant Director Education consider:

- a. it may be appropriate to make adaptations at the school of parental preference, and thus to move to stage 2;
- b. an alternative age-appropriate school is already able to meet the Child's needs, and thus adaptations at the preferred school is an inappropriate use of public funds;
- c. an alternative school may be able to be adapted to meet the child's needs at a cost that is significantly more appropriate than the works required at the preferred school.

Decision:

Reasons for the decision:

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**Copy of completed form sent to the Headteacher and the appropriate specialist service.**

**Appendix B1:**

**Stage 2: SAI Referral Form- To be completed by the school**

School name:  Headteacher:	School status:  Community / Foundation/ VC	Area:  Does the school have an up-to-date accessibility plan? Yes / No
Pupil's name:  DOB:	Pupil's address:	Does the pupil have an EHCP?  Yes / No / In process
What are the pupil's needs?		
What adaptations are proposed? (information from appropriate Specialist Service Record of Visit and Property and Infrastructure feasibility report)		

What are the costs of the proposed adaptations?
---

How will the adaptations support the pupil?

When is the work required for?

What consultation has taken place to date (parents / school / occupational therapist etc.)?

Page 148  
What has been discussed with the child (if appropriate) and do they have any thoughts or feedback?

Key issues in relation to proposed adaptations:

- e.g.
- Will there be a need to 'compensate' for lost space at a school as a result of the accessibility improvements;
  - To what extent will the facilities be utilised by the wider community
  - Will there be any detrimental impact existing/future pupils?
  - Would works to complete the adaptations be limited to school holidays times only?



Attachments required:		
School Accessibility Plan: Attached? Yes/No		
Property feasibility report: Attached? Yes / No		
PD STLS Record of Visit Attached? Yes/No		
Headteacher signature:	Chair of Governors signature:	Trustee signature (if appropriate):
Name	Name	Name
Date	Date	Date

Email the completed form and additional information required to the Assistant Director Education for the area:

Dartford, Gravesham, Sevenoaks - Ian Watts [ian.watts@kent.gov.uk](mailto:ian.watts@kent.gov.uk)

Ashford, Dover, Folkestone and Hythe - David Adams [david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Canterbury, Swale, Thanet – Robert Veale [robert.veale@kent.gov.uk](mailto:robert.veale@kent.gov.uk)

Maidstone, Tonbridge and Malling, Tunbridge Wells – Nicholas Abrahams [nicholas.abrahams@kent.gov.uk](mailto:nicholas.abrahams@kent.gov.uk)

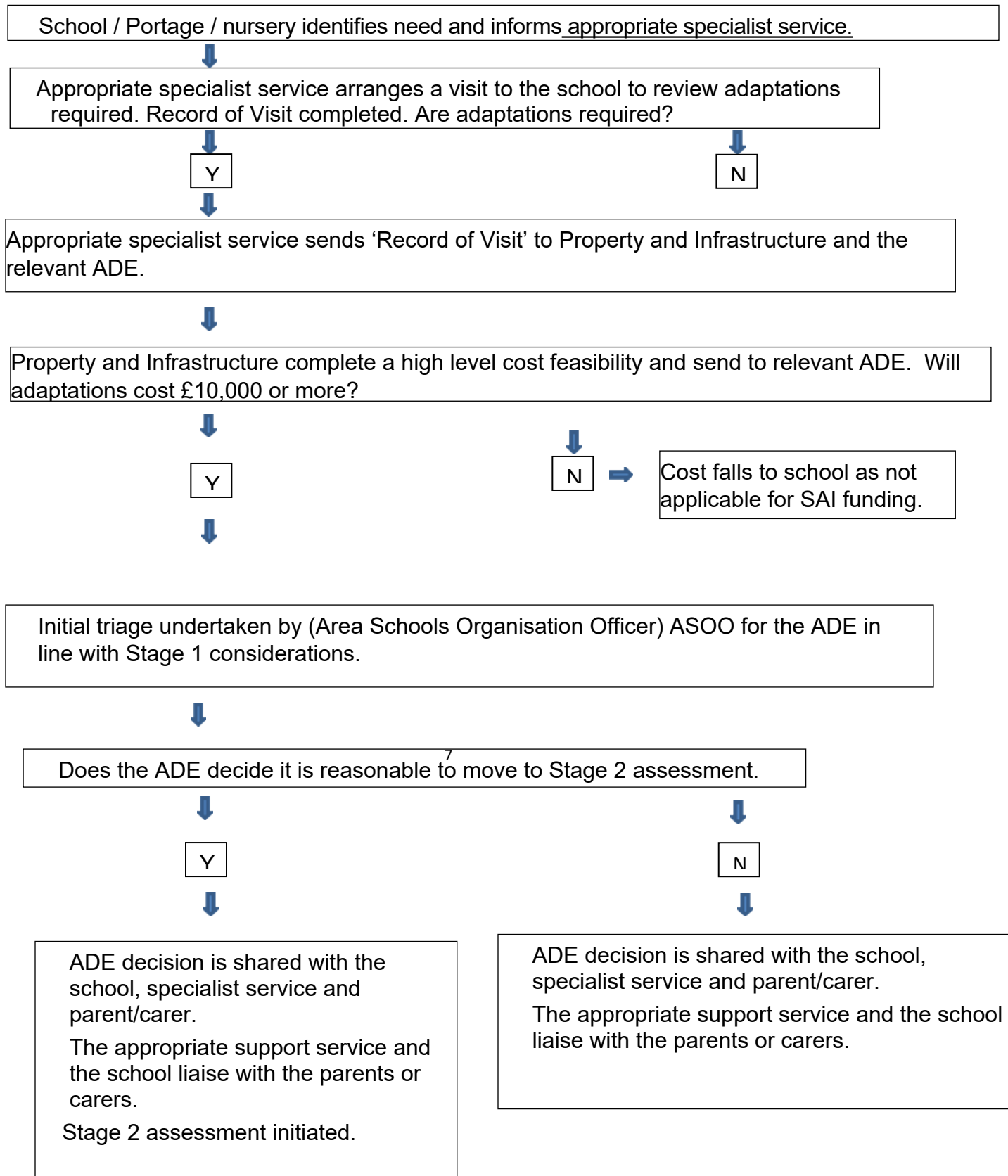
## Appendix B2

<b>Stage 2: SAI Referral Form- Panel Decision</b>		
School name:	School status: Community / Foundation/ VC	Area:
Headteacher:		Responsible Assistant Director Education:
Pupil's name:  DOB: Age	Pupil's address:	Does the pupil have an EHCP?  Yes / No / In process
School Accessibility Plan: Attached? Yes/No	Property feasibility report: Attached? Yes / No	Specialist Service Record of Visit Attached? Yes/No
Does the panel consider the project necessary, appropriate and deliverable? Yes/No  Please briefly outline the reasons for the decision.		
Signature of SAI Panel Chair:  Name:	Date of decision:	

Copy of completed Panel Decision form sent to the Headteacher by the ADE.

## Appendix C: School access Initiative (SAI) Referral Process

### Stage 1



## Stage 2

Site visit from a property specialist arranged. Report sent to the school and ADE.  
Will the potential adaptations cost £10,000 or more?

Y

School can apply for SAI support by completing the SAI referral form (Appendix

SAI Panel consider the referral (Appendix B1) in line with Stage 2 criteria. Does the SAI Panel consider the project necessary, reasonable and deliverable?

Y

ADE shares the SAI Panel decision (Appendix B2) with the school, specialist service and parent/carer. ADE discusses the option of the school 'self-managing' the project.

The appropriate support service and the school liaise with the parents or carers.

N

Cost falls to school as not applicable for SAI funding.

N

ADE shares the SAI Panel decision (Appendix B2) with the school, specialist service and parent/carer.

The appropriate support service and the school liaise with the parents or carers.

**Appendix D outlines how the decision at either stage can be challenged.**

## **Appendix D: Challenging the decision of the Assistant Director of Education at Stage 1 or the SAI Panel at Stage 2.**

Decisions relating to referrals, will be communicated back to the school/specialist teacher/parent/carer in writing, with a clear rationale for the decision in line with this policy.

The appropriate support service or school will liaise with the parents or carers of the child or young person for whom the accessibility improvements are intended, explaining the next steps.

It is intended that parents/carers have a clear understanding about the decisions made regarding the accessibility improvement request for their child. They will be supported to secure a local place at a school which is able to support their child with full access to a good education. If a parent/carer wishes to raise a concern that the panel decision is flawed or wants to formally challenge the decision made, they should follow the County Council's complaints procedure, details of which can be found via the following options:

- fill in our online form [Complaint details \(icasework.com\)](https://www.kent.gov.uk/education/complaints)
- call [03000 41 41 41](tel:03000414141) or text relay 18001 03000 41 41 41
- email [county.hall@kent.gov.uk](mailto:county.hall@kent.gov.uk)

If you are not satisfied with the response of the County Council, you have the right to take your complaint to the Local Government and Social Care Ombudsman. Details can be found at [Home - Local Government and Social Care Ombudsman](#). You can complete the form on [The Local Government and Social Care Ombudsman website](#) or call their advice line on [0300 061 0614](tel:03000610614).

If you believe that the decision made has discriminated against your child because of their disability, you can appeal to the First-tier Tribunal (Special Education Needs and Disability). Further information can be found here: [First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](#)

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Support and advice for parents/carers is available from Information, Advice and Support Kent (IASK). To access their support:

- visit: the IASK website at <https://www.iask.org.uk/>
- call: 03000 41 3000
- email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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Appendix 3  
SAI Projects 2019-2024

**Total spend: £3,152,274.92**

Examples of SAI works completed:

- Toilet adaptations
- Lighting
- Hoist installation
- Lift provision
- Shower installation
- Care suite installation
- Levelling access to classrooms
- Access ramps
- Door widening
- Creation of break out rooms
- Wet room installation

List of schools where SAI works/feasibilities have been completed between 2019-24. Some schools had more than one SAI project completed.

<b>Ashford</b>
Brabourne Primary School
Lady Joanna Thornhills (Endowed) Primary School
<b>Canterbury</b>
Bridge and Patricxbourne Church of England Primary School
Canterbury Academy High School
Chartham Primary School
Herne Bay High School Herne Bay High School
Hoath Primary School
Parkside Community Primary School
Petham Primary School
Simon Langton School For Boys
The Archbishop's School
The Canterbury Academy High School
Wickhambraux CE Primary School
<b>Dartford</b>
Bean Primary School
<b>Dover</b>
Eythorne & Elvington Primary School
Hornbeam Primary School
River Primary School
St Margaret's at Cliffe Primary School
St Mary's CE Primary School
The Downs CE Primary School
<b>Folkestone and Hythe</b>
Brookland Church of England Primary School
Cheriton Primary School
Elham C of E Primary School

Marsh Academy
Palmarsh Primary School
Stelling Minnis Primary School
The Churchill Primary School
<b>Gravesham</b>
Riverview Infants School
Shears Green Primary School
Tymberwood Primary School
<b>Maidstone</b>
Madginford Primary School
Palace Wood Primary School
Senacre Wood Primary School
Yalding, St Peter and St Paul CE (VC) Primary School
<b>Sevenoaks</b>
Downsview Primary School
Halstead Community Primary School
Leigh Primary School
New Ash Green Primary School
St Paul's CE Primary School
The Anthony Roper Primary School
West Kingsdown CE Primary School
<b>Swale</b>
Eastchurch All Saints
Milstead and Frinsted Church of England Primary School
Minster in Sheppey
Swale Cliffe Primary School
<b>Thanet</b>
Newington Community Primary School
St Nicholas at Wade Primary School
<b>Tonbridge and Malling</b>
Ditton Infant School
Ryarsh Primary School
Slade Primary School
Stocks Green Primary School
The Malling School
<b>Tunbridge Wells</b>
Bishop's Down Primary School
Southborough CE Primary



Staplehurst Primary School

Sussex Road Community Primary School

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## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

#### 1. Name of Activity (EQIA Title):

Schools Access Initiative (SAI) Policy and Procedure

#### 2. Directorate

Children Young People and Education (CYPE)

#### 3. Responsible Service/Division

Education Planning and Access

### Accountability and Responsibility

#### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Lee Round – CY EPA

#### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

David Adams – CY EPA

#### 6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes - CY EPA

### The type of Activity you are undertaking

#### 7. What type of activity are you undertaking?

**Service Change** – operational changes in the way we deliver the service to people. Answer Yes/No

No

**Service Redesign** – restructure, new operating model or changes to ways of working. Answer Yes/No

No

**Project/Programme** – includes limited delivery of change activity, including partnership projects, external funding projects and capital projects. Answer Yes/No

No

**Commissioning/Procurement** – means commissioning activity which requires commercial judgement. Answer Yes/No

No

**Strategy /Policy** – includes review, refresh or creating a new document. Answer Yes/No

Yes

**Other** – Please add details of any other activity type here.

Not applicable

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

The County Council has a duty under the Equality Act 2010 to have a written Accessibility Strategy covering the schools it maintains (community, foundation and voluntary controlled schools). One aspect of this strategy relates to improving access for disabled pupils to the physical environment of these schools.

KCC receives a School Condition Allocation (SCA) from the Department for Education (DfE) to maintain the schools for which we have capital responsibility (community, foundation and voluntary controlled schools). KCC allocates a proportion of this funding to making adaptations to these schools in order to discharge its duties under the Equalities Act. The capital to support this activity is referred to as the Schools Access Initiative (SAI).

The SAI Policy and Procedure outlines the process to be followed to access this capital funding to improve the accessibility for individuals or groups of children and young people with disabilities. KCC has commissioned accessibility audits on all community, voluntary controlled and foundation schools. The reports give information to school governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan (published on the school's website). The County Council is using this information to identify geographical gaps in the accessibility of its schools for it to address proactively.

As of July 2024, KCC has the capital responsibility for 46% of primary schools and 14% of secondary schools. The proportion varies by district. Dartford has the lowest percentage of primary schools for which KCC has the capital responsibility with 10% (3 schools).

The responsible bodies for Academies, free school or voluntary aided schools receive either an SCA allocation from the DfE or (if they are not eligible for SCA) they can apply for a Condition Improvement Fund (CIF) to complete capital works.

Those responsible bodies (governing bodies/academy trusts) must produce their own Education Accessibility Plan which will outline how they are improving the physical environment of the school to increase the extent to which disabled pupils can make best use of the opportunities available at the school. Therefore, responsible bodies should consider adaptations as part of a strategic approach to planning for pupils with disabilities and, as far as it is possible, proactively anticipate access requirements when any works or improvements to their estates are undertaken. The needs of disabled pupils should be planned for by the responsible bodies.

## Section B – Evidence

*Note: For questions 9, 10 & 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.*

**9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No**

Yes

**10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No**

Yes

**11. Is there national evidence/data that you can use? Answer: Yes/No**

Yes

**12. Have you consulted with Stakeholders?**

Answer: Yes/No

*Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.*

No. A Public Consultation is scheduled. It will be available on the KCC website, along with a social media campaign led by KCC.

**13. Who have you involved, consulted and engaged with?**  
*Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.*

A Public Consultation is scheduled. It will be available on the KCC website.

Those consulted will include:

- maintained primary, secondary and special school staff and governing bodies including academies
- Parents of children/young people
- KENT PACT
- Information, Advice and Support Kent (IASK)

The assumptions made in this EQIA will be tested through the consultation process and reviewed in response to the responses received.

**Minor changes have been made to the Policy and Procedure following consultation. In general, these clarify that advice will be sought from the appropriate specialist officers (Physical Disability, Hearing Impairment, Visual Impairment Sensory). In addition, it clarifies that the Assistant Director Education informs all parties of the decisions at Stage 1 and Stage 2.**

**14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No**

No

**15. Do you have evidence/data that can help you understand the potential impact of your activity? Answer: Yes/No**

Yes

**Uploading Evidence/Data/related information into the App**  
*Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.*

**To upload via APP**  
[Children and young people's data - Kent County Council](#)  
[Facts and Figures - KELSI](#)

- [Academic Year 21/22 Special Educational Needs in England](#)
- [Academic Year 22/23 Special Educational Needs in England](#)

Consultation analysis after closure.

**Section C – Impact**

**16. Who may be impacted by the activity? Select all that apply.**

Service users/clients - Answer: Yes/No

Yes

Residents/Communities/Citizens - Answer: Yes/No

Yes

Staff/Volunteers - Answer: Yes/No

Yes

**17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No**

Yes

**18. Please give details of Positive Impacts**

The SAI budget will be used proactively improve the access to the physical environment of school which KCC has capital responsibility for (community, foundation and voluntary controlled schools).

The SAI funding will support individual children to attend or who are attending these schools and require reasonable adjustments to be able to access the schools facilities.

Through the commissioning of accessibility audits on all community, foundation and voluntary controlled schools, KCC is supporting governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan. In addition, KCC is using this information to identify geographical gaps in the accessibility of its schools for it to address proactively.

## Negative Impacts and Mitigating Actions

The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

### 19. Negative Impacts and Mitigating actions for Age

a) Are there negative impacts for Age? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

#### b) Details of Negative Impacts for Age

Not Applicable

#### c) Mitigating Actions for Age

Not Applicable

#### d) Responsible Officer for Mitigating Actions - Age

Not Applicable

### 20. Negative Impacts and Mitigating actions for Disability

a) Are there negative impacts for Disability? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

#### b) Details of Negative Impacts for Disability

Not Applicable

#### c) Mitigating Actions for Disability

Not Applicable

#### d) Responsible Officer for Mitigating Actions - Disability

Not Applicable

### 21. Negative Impacts and Mitigating actions for Sex

a) Are there negative impacts for Sex? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

#### b) Details of Negative Impacts for Sex

Not Applicable

#### c) Mitigating Actions for Sex

Not Applicable

#### d) Responsible Officer for Mitigating Actions - Sex

Not Applicable

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

a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No  
(If yes, please also complete sections b, c and d).

No

#### b) Details of Negative Impacts for Gender identity/transgender

Not Applicable

#### c) Mitigating actions for Gender identity/transgender

Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
Not Applicable
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
Not Applicable
<b>c) Mitigating Actions for Race</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions – Race</b>
Not Applicable
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
Not Applicable
<b>c) Mitigating Actions for Religion and belief</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
Not Applicable
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation.</b> <i>Answer:</i> <i>Yes/No (If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
Not Applicable
<b>c) Mitigating Actions for Sexual Orientation</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
Not Applicable
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
Not Applicable
<b>c) Mitigating Actions for Pregnancy and Maternity</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
Not Applicable
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
Not Applicable
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
Not Applicable

<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
Not Applicable
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Not Applicable
<b>c) Mitigating Actions for Carer's responsibilities</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Not Applicable





## DPIA Project Information

**Title:**

SAI Policy and Procedure

**Project ID:**

430

**Project Timeframe for Data Collection:**

In less than 3 months

## DPIA Screening Questions

Question Number	Question	Answer
1	I understand that, by selecting Yes, I am confirming I am the project manager for the project or activity for which this DPIA screening tool is being carried out.	Yes
2	I understand that by ticking this box I am confirming that I have undertaken the Data Protection Essentials training module on delta.	Yes
3	Is this project a change to an existing process, or is it a new processing activity?	Change to an existing process
4	Has a DPIA for this been previously submitted?	No
5	If a DPIA was submitted - Was legal advice recommended?	No
6	When did the planning stage of this project begin?	02/09/2024
7	Is this screening tool for the use of a surveillance camera, including CCTV, dash cam and body worn cameras?	No
8	If Yes - Is this DPIA a proposal for a new deployment, or the expansion of an existing surveillance system?	
9	Which data protection regime will you be processing under?	UK GDPR
10	Please outline the project including the types of data, software, processors, and how the data will be used	Some pupils have medical conditions or disabilities which requires physical adaptations of school buildings to enable their attendance. Individual pupil's needs are identified, and the adjustment requires are specified and commissioned. The project relates to the process from identification to delivery of physical adaptations. The needs of the student are identified by the Specialist Teaching and Learning Service in KCC. Personal information will be used in line with data protection law as outlined in the SEND



Privacy Notice. This can be found at:  
<https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen>  
 A PDF document is created showing facilities needed in the school. It is protected by a password so only the stake holders involved in the project can see details. The name is removed and only their medical condition is confirmed so Infrastructure can identify the works needed to make the school accessible. After this point KCC will look to get the works completed.

**11**

Within your project are you planning to:

**12**

Or are you planning to:

Carry out any processing which involves preventing data subjects from exercising a right or using a service or contract?

Process data concerning vulnerable data subjects?

Process sensitive data or data of a highly personal nature?

**13**

Additional Information

## DPIA Core Questions

Question Number	Question	Answer
1	What is your project aim?	To increase access to mainstream schools, where possible, for the new or potential student. Works would consist of ramps, widening doors etc. This will enable more children with disabilities to attend a school local to their home.
2	Are all of the categories of personal data identified in the data question necessary for you to achieve this aim?	KCC will collect basic data including the names, D.O.B, address and school of the pupil. This data is needed to identify the school, age and child for the application process.  The medical condition is also required so we can understand their needs then we can assess the access issues on site they will face. Contractors will not be given any identifiable data only medical need - i.e. an external ramp is needed for a wheelchair user to access the classroom.
3	What are the categories of data subjects whose data will be processed?	The Data subject is a new or existing student located at the school. The information is collected by Specialist Teaching and Learning services (STLS) who are a KCC internal team who liase with the Occupational therapist (OT) of the students. They create a password protected PDF/ documents confirming the issues the child will face in the school.
4	What is the nature of the relationship with the individual?	As a local authority, KCC is in a position of power compared to data subjects
5	Are there any other organisations other than KCC who will be involved in this project?	Processor
6	Please name the organisations and their roles.	Processors - Contractors for the works identified from our frame work will all have DBS or advanced DBS sign offs. Contractors will only be given a medical need in order to make recommendations. Contractors are instructed on an individual basis depending on works which are required. Infrastructure will liase with the Contractor for a specific project and will transfer data which is required by Outlook.

7	Tick to confirm which of the following you have in place with the organisations	<p>Article 28 compliant contract</p> <p>Other</p> <p>Contractors will only be given limited information such as school and works needed. Data will be transferred using Outlook. Contractors will have contracts with KCC which state GDPR processes.</p>
8	How will the personal data be collected?	Collected from the individual by another KCC team
9	How will the personal data be collected from the individual?	<p>Other</p> <p>STLS will collect from parents as well as the schools, nursery and occupational therapist . When the data subject/refer is asked to fill in the referral form, this is the information that is present on our referral form/ application form.</p>
10	Will the data be shared with:	<p>Other</p> <p>A different KCC team</p> <p>Your KCC team</p> <p>Data may be shared with consultants and contractors who can provide guidance for the type of works which will support the need of the student. A medical need may be shared with consultants or contractors but no identifiable information will be shared. For example a contractor will be told that an external wheelchair ramp is needed for a child to gain access to a classroom but not the medical condition for the child.</p>
11	Do you have a copy of the privacy notice that data subjects will be provided with at the point their data is collected?	Yes
12	Does the privacy notice state that data will be shared with your team for the purpose you will be using it for?	Yes
13	How will the data be shared with your team securely?	The Reports are shared to us through Outlook and saved to the relevant shared drive. There is a password on the document/ Teams assigned projects to stop all unauthorized parties from viewing the details.

14	What steps will you take to ensure the data you collect and/or use is accurate?	<p>The information is supplied from STLS who gather any appropriate information from parents/ guardian and relevant details from the school, nursery and occupational therapist who assists the child with getting an education. This information is as accurate as possible at the time of submission.</p> <p>The information supplied is for short term projects relating to the process of identification and delivery of physical adaptations of school buildings to enable attendance.</p> <p>If the pupils needs/ condition subsequent change a further application would be required.</p>
15	In what system(s) will the data be stored?	<p>Outlook</p> <p>Other</p> <p>Teams</p> <p>iCasework</p> <p>SharePoint</p> <p>OneDrive</p> <p>Data is stored on shared drive and password protected.</p> <p>Teams access is assigned to colleagues who are working on the project and will be locked to others not assigned.</p>
16	Where are the servers for the system(s) located?	UK
17	What is the current state of technology in this area?	This is tried and tested technology.
18	How will the security of the data be ensured when it is transferred outside of the UK?	<p>Not applicable, the data will only be stored on servers (including back-up servers) in the UK</p> <p>Information is stored in a KCC server which cannot be accessed unless special provisions are given and permission is gained. Also the document is password protected so access is only happening with who is involved</p>
19	How will the security of the data be ensured in transit and at rest?	Users will have different levels of access to ensure only people who need to access the data have access to it

		<p>There is an Article 28 compliant contract in place with the data processor</p> <p>ICT Compliance and Risk have carried out a technical risk assessment for the software we are using</p> <p>ICT Compliance and Risk have carried out a technical risk assessment</p> <p>The document can only be accessed if they have a password set up by STLS.</p>
20	Are there any prior concerns over this type of processing or any security flaws	No
21	Please tick to confirm the following statement is true:	I am assured that the personal data being processed in this project is protected in transit and at rest from unauthorised access and loss.
22	Describe how the personal data will be used to achieve your project aim	<p>The aim is to provide suitable adaptation/ adjustments to school building to accommodate the needs of pupils in a cost effective and timely manner so that they can attend school.</p> <p>The information collected will be used as part of an application process for works to make a school accessible for a student. The pupils information is used to ensure that the most suitable/ effective adjustments can be made.</p> <p>The address of the pupil can be used to determine if an alternative school has the required adaptations already and within a similar distance. If there is no suitable alternative provision an application for adaptations/ adjustments may be recommended.</p> <p>If the application is successful Infrastructure will plan and complete accessibility works to make the school accessible for the student.</p>
23	How long will the data be retained for?	<p>Specific retentions periods can be found: <a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/disabled-children-and-young-peoples-service-privacy-notice2">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/disabled-children-and-young-peoples-service-privacy-notice2</a>.</p> <p>STLS guidance shared with Education. All CYPs file will be kept from date of birth plus 25 years.</p>

24	Is the same retention period cited in all documentation?	No
25	At the end of the retention period will the data be:	Deleted
26	What processes do you have in place to ensure that the retention period is adhered to?	We will have a process in place to ensure we know when the retention period ends
27	Please tick to confirm the following statement is true	I am assured that there are adequate processes in place to ensure retention periods are adhered to, in line with the Article 5 principle of storage limitation in the UK GDPR
28	Is there a KCC privacy notice for this use of personal data?	There is a published KCC privacy notice for this use of personal data
29	Please link to the draft/ published privacy notice	<p>Privacy notice</p> <p><a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen</a></p> <p><a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/disabled-children-and-young-peoples-service-privacy-notice2">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/disabled-children-and-young-peoples-service-privacy-notice2</a></p> <p>SEND Privacy Notice <a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen</a></p>
30	Is there an easy read privacy notice for this use of personal data?	There is a published easy read privacy notice for this use of personal data
31	How will you ensure data subjects read the privacy notice and understand how their data will be used at the point of data collection?	<p>Other</p> <p>We will link to the privacy notice on our webpages</p> <p>When the data subject is asked to fill in the STLS referral form, this is the information that is present on our referral form.</p> <p>STLS Privacy Notice: To ensure that the STLS Sensory Service can support you and your child, either at home or in a pre-school setting or school, we may need to</p>



		<p>Speak with other professionals. These may include: Teachers and School Professionals, Early Years Practitioners, Portage, Health Visitors, SEN Specialist Teachers, Educational Psychologists, Speech Therapists and Therapy Professionals, Audiologists, Audiovestibular and ENT Professionals, Optometrists, Orthoptists, Ophthalmologists, VI Clinic Liaison Professionals, Mobility Officers, Social Care and KCC SEN Officers.</p> <p>These professionals work together to ensure the best possible Special Education Needs and/or Disability services and provision are in place for your child. You will be provided with copies of any reports or assessments written by professionals regarding your child.</p> <p>Personal information will be used in line with data protection law as outlined in the SEND Privacy Notice. This can be found at: <a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/sen</a></p> <p>STLS will recommend that schools visit Kelsi to access the appropriate Privacy Notice.</p>
32	How will you support data subject rights	<p>We will follow the KCC agreed policy for subject rights processes.</p> <p>We provide a privacy notice to the individual including an easy read (where appropriate) which explains subject rights and how they can exercise them.</p> <p>Staff are trained to recognise rights requests and we have a dedicated team who facilitate and deal with subject right requests.</p>
33	What measures will you put in place to prevent data being used beyond the purposes outlined in your privacy notice?	<p>Other</p> <p>Data will be saved in project specific folder and will not be used to identify patterns or manipulated. Teams will only be accessible to those who are assigned to that project and for the purposes of that project. Passwords will protect the files/documents in shared drives from being accessed by other users and prevent the data being used beyond the purposes outlined.</p>
34	Are there any current issues of public concern that you should factor in?	No

35	Consultation: Please summarise the responses of data subjects you have consulted with on the topic of this project.	The SAI Policy and Procedure was subject to public consultation between 23 September and 11 November 2024. Where appropriate the draft Policy and Procedure has been changed to reflect the consultation responses.
36	Consultation: ICT Compliance and Risk	None
37	Consultation: Please summarise the Caldicott Guardian's response and any recommendations	<p>Education has contacted Katherine Atkinson, Caldicott Guardian regarding the KCC consultations for the Education Accessibility Strategy and School Access Initiative Policy and Procedure.</p> <p>Response from Katherine Atkinson:</p> <p>"I have reviewed the documents to give me the background, and I have no concerns from a Caldicott Guardian perspective for your DPIA."</p>
38	Consultation : please summarise the responses and recommendations of any other individuals or organisations you have consulted with.	STLS recommend that we continue to use current process and safeguards. Information is collected by STLS from parents, nursery, school and occupational therapist. Information in pdf/ word documents is password projected and shared via Outlook.
39	Are you signed up to any approved code of conduct or certification scheme?	
40	When is the processing of personal data for this project due to begin?	In less than 3 months

## Data Collection

<b>Data Category</b>	<b>Data being Collected</b>
<b>Basic Data</b>	Name Date of birth Address Postcode
<b>Special Category Data</b>	Physical or mental health
<b>Criminal Offence Data (UK GDPR)</b>	No data is being collected under this category
<b>Criminal Offence Data (DPA Part 3)</b>	No data is being collected under this category
<b>Surveillance Camera</b>	No data is being collected under this category

## Data Collection Questions

Data Group	Question Number	Question	Answer
Special Category Data	1	Please identify the Article 9 basis being relied upon for the processing of special category data	(g) Necessary for substantial public interest (on the basis of a DPA 18 condition) and which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and interests of data subjects
Special Category Data	2	If you are relying on condition (a) please state which element of the project relies on explicit consent, and outline the process you have for collecting, recording, and withdrawing consent	This condition is not being relied upon.
Special Category Data	3	If you are relying on condition (b), (h), (i), and/or (j) you must also identify at least one of the additional conditions from Schedule 1, Part 1 of the DPA 2018	Not applicable to this project
Special Category Data	4	If you are relying on condition (b), (h), (i) and/or (j) you must outline which element of the project relies on this condition	Not applicable to this project
Special Category Data	5	If you are relying on condition (g) you must identify at least one of the additional conditions from Schedule 1 Part 2 of the DPA 2018	(8) Equality of opportunity or treatment
Special Category Data	6	If you are relying on condition (g) (substantial public interest) you must outline which element of the project relies on this condition	The information is used to create access solutions for a student either attending or joining soon. The Authority's duty under Schedule 10 of the Equality Act 2010 to proactively improve the access to the physical environment of school which KCC has capital responsibility for (community, foundation and voluntary controlled (VC) schools). It

			supports individual children to attend, or who are attending, these schools and require reasonable adjustments to be able to access the schools' facilities.
<b>Special Category Data</b>	7	If you are relying on condition (c), (d), (e), and/or (f) you must outline which element of the project relies on this condition	Not applicable to this project
<b>Basic Data</b>	1	The Article 6 lawful basis for this processing activity is:	(e) Necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller. Please note you will be required to state the name and section of the legislation which gives you the power.
<b>Basic Data</b>	2	Please outline which element of the project relies on the identified lawful basis	To support this work the Authority has drafted a Schools Access Initiative (SAI) Policy and Procedure. This discharges the Authority's duty under Schedule 10 of the Equality Act 2010 to proactively improve the access to the physical environment of school which KCC has capital responsibility for (community, foundation and voluntary controlled (VC) schools). It supports individual children to attend, or who are attending, these schools and require reasonable adjustments to be able to access the schools' facilities.

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**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<sup>th</sup> January 2025**

**Subject: 24/00117 Changes to the KCC local funding formula for State Funded Schools and Early Years Providers, and Special Education Needs payments for Post 16 providers (FE Colleges & Specialist Post 16 Providers) 2025-26**

**Key**

- It affects more than 2 Electoral Divisions
- It involves expenditure or savings of maximum £1m – including if over several phases

**Classification: Unrestricted**

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

**Future Pathway of report: Executive Decision**

**Electoral Division: ALL**

**Summary:**

The Government has confirmed the funding allocations for schools' funding including primary & secondary schools, early years and high needs (Special Educational Needs) for 2025-26. Kent County Council will receive an additional £35m of Schools Block Dedicated Schools Grant in 2025-26 to distribute to Kent primary and secondary schools (and academies via the Education and Skills Funding Agency), along with nearly £23m for high needs, and an estimated c£7m for early years free entitlement. Local Authorities retain responsibility for agreeing the distribution of funding to schools, early years and educational establishments in accordance with the Government guidance.

The distribution of funding to primary & secondary schools is calculated through the operation of a Local Funding Formula (LFF) and this paper predominately advises Members about the recommendations to change the LFF which was contained within the School Funding Formula Consultation to schools. The consultation was completed in December. This paper is an opportunity for Members of this Committee to comment on these proposals ahead of a key decision being taken by the Cabinet Member in January.

**Recommendation(s):**

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2025-26 consultation [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).

Note that the Cabinet Member will take the relevant Key Decision during January 2025 in line with the Council's decision-making procedures, following engagement with the Schools Funding Forum regarding proposals outlined in this paper relating to schools and early years, along with standard inflationary increases to Special Educational Needs payments made to schools/colleges.

## 1. Introduction

- 1.1 Since 2010, the Government has been reforming the school funding system so that it is fairer, simpler and more transparent. Their aim has been to create a system where schools and local authorities will be funded on up-to-date assessment of need that reflects the characteristics of their pupils. Since 2018-19, the *soft* National Funding Formula (NFF) was introduced, whereby Local Authorities were able to distribute the total funding they received from the Department of Education (DFE) for primary and secondary schools in their area through a Local Funding Formula (LFF) using a prescribed list of factors set by the DFE.
- 1.2 Local Authorities are also responsible for setting the payment rates to early years providers for Free Entitlement Rates for eligible children aged between over 9 months and four-year olds along with the funding rates to support Special Educational Needs across early years, schools and post 16 providers.
- 1.3 The Government has announced the 2025-26 planned spending levels for schools' increasing total school funding nationally from £61.6 billion in 2024-25 to £63.9 billion in 2025-26 (+2.3b or 3.7%). This is used to fund primary & secondary school core budgets, high needs and central services for schools. The estimated split of extra funding is £1.0b for high needs, £0.6b full year effect of core schools grant for primary & secondary schools and the balance of £0.7b for other primary & secondary school budget increases.
- 1.4 The overall funding available for Early Years Entitlements will continue to increase during 2025-26 as the extended free entitlement for working parents continues to roll out. Nationally funding is expected to increase by approximately £2.5billion in 2025-26 (to £8.5billion), of which approximately £2.1 billion relates to the expansion of entitlements for working age parents; approximately £0.3b was new funding for inflationary increases (equivalent to 4.2% increase); and £0.1b was funding previously received as a separate grant (early years budget grant).
- 1.4 The Council must now decide how the Kent's LFF for schools, early years providers and special educational needs payments should change from 1 April 2025 taking into account views from both the schools & early years sector and the Schools Funding Forum.
- 1.5 The Schools Funding Forum is a statutory body made up of a representative group of headteachers, governors or other senior members of staff (i.e. school finance manager) within Kent schools including academy trusts, maintained schools, primary, secondary and special schools. Along with Post 16 and Early Years providers.



**2. Background**

2.1 The Dedicated Schools Grant (DSG) funding is allocated through 4 separate blocks, with each block calculated using their own nationally set formula (known as a National Funding Formula). Each block has its own rules and Local Authorities cannot transfer funding between blocks without seeking permission from either the Schools Funding Forum or the Secretary of State. The estimated block allocations for Kent for 2025-26 announced in December are set out in table 1 below:

Table 1: Indicative Dedicated Schools Grant Block Amounts (estimated in Dec 24)

Schools Block (SB)	High Needs Block (HNB)	Early Years Block (EYB)	Central Schools Services Block (CSSB)
£1,384.134m	£345.487m	£226.065m	£12.181m

2.2 The School Block allocation is the funding available for primary and secondary school core budgets. The 2025-26 allocation has recently been updated to reflect the latest pupil numbers as recorded on the October 2024 school census confirming a total increase of £108m compared to 24-25 of which c£72m related to the rolling of a number of grants previously received separately (related to teachers pay & pensions), leaving £35m to cover the full year effect extra funding given in Sept 24 which is now part of the schools budget (core schools budget grant) and other general increases, equating approximately to 1.3% and 1.4% respectively.

2.3 This paper and the associated consultation with schools focused on the distribution of the additional £35m through the Local Funding Formula in 2025-26.

2.4 The Government has confirmed it still continues to complete the ambition whereby schools’ budgets (for primary and secondary schools) will be set based on a single, national formula rather than each Local Authority being responsible for setting their own Local Funding Formula (LFF) to distribute School funding in their area. The completion date is still to be confirmed but to ensure a smooth transition for schools, the Government will increasingly tighten the restrictions on Local Authorities when setting their Local Funding Formula from 2025-26. For example: in 2025-26, all local Authorities must include all NFF factors in their local formulae (except the locally determined premises factors) and must also move closer to the NFF rates. The consultation document includes a list of NFF factors that must be used in the schools funding formula for 2025-26 ([www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation)).

2.5 Following the 2024 Autumn spending review and subsequent announcements just before Christmas, the High Needs Funding allocation for Kent is expected to increase by a total of £23m in 25-26 to £345m (an increase of 6.6%).

The Department of Education has also confirmed on 10 December, the Local Authority funding basis for the Early Years Block for 2025-26. Kent’s indicative

allocation is due to increase by £67.5m, of which approximately £59.5m relates to continued roll out of the extended free entitlements for children with working aged parents, c£0.5m of funding previously received through a sperate grant (early years budget grant) and £7.5m for general rate increases, equivalent to 4.6% increase (compared to the equivalent figures for 24-25). This includes the hourly funding rates for Free Entitlement for under 9 months to 4 years increasing between 2.7% and 3.3% (dependent on age range). Along with Early Years Pupil Premium increasing from £0.68 to £1.00 per hour (47% increase) and Disability Access Fund rate paid to eligible children increasing by 3%.

### **3. Schools (Primary & Secondary) Funding Formula Consultation Proposals for 2025-26**

- 3.1 The Kent Schools' Local Funding Formula 2025-26 consultation was launched during December, this was later than usual due to the timing of Central Government announcements. The consultation document, an illustration tool showing the impact of the proposals on individual school budget, an on-line response form and an equality impact assessment could be accessed via the following link: [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).
- 3.2 The consultation document contains full details of the proposals.
- 3.3 The consultation contained proposals focused on:
  - a) Transfer of the Funding from the Schools Block to the High Needs Block: whether there was support to transfer funding which would be equivalent to 1.2% transfer from the primary & secondary schools budgets to the High Needs block to help to fund SEN Support services in mainstream schools.
  - b) Changes to funding factor factors and funding rates: In 2024-25 it was agreed the schools funding formula for primary & secondary schools would mirror the factors and rates of the National Funding Formula, with an equal reduction made to all factor rates to fund the High Needs transfer except the Minimum Per Pupil Level factor which would be reduced by a lower amount (0.9%). The consultation asked whether this principle should continue or whether the MPPL reduction should be increased to 1.2% so that schools are more equally contributing to the transfer.
  - c) Changes to funding factors and funding rates: whether the minimum funding guarantee (the minimum year on year change in per pupil funding – as defined by DfE) should be set up -0.5% or 0% (DfE prescribed allowable range).
- 3.4 The consultation results will be shared with the School Funding Forum on 10th January 2025 where their views and recommendations will also be sought.

### **4. Schools Funding Formula Consultation Results 2025-26**

- 4.1 Appendix A provides details of the responses. In total there were 616 visitors to the website with 80 unique responses, with 59 out of 459 primary schools responding, 19 out of 101 secondary & all-through schools and 2 out of 26

special schools. The response rate was much lower than previous years. This is believed to be a direct reflection of the timing of consultation (the penultimate 2 weeks before the end of Autumn Term) and repetition of the questions from previous years.

#### 1.2% Transfer from Schools to High Needs Block

4.1 A summary of the results are provided below:

Question	Schools Consultation
Do you agree with the transfer from the Schools budgets to the High Needs Block to support services for mainstream schools?	59% agreed
Do you agree to transfer 1.2%?	56% agreed

4.2 The Department of Education require all block transfer requests to be consulted with schools and to ensure the Council provides schools with full background details of the request. This is outlined in the consultation document (Appendix 3). Block transfers cannot be automatically repeated each year therefore schools must be consulted on an annual basis and where the transfer is greater than 0.5%, the Secretary of State must also agree, in addition to a formal Cabinet Member decision. At the time of writing, we are awaiting a response to our request from the Secretary of State.

4.3 The consultation document, along with section 3g of the [Cabinet financial monitoring reports](#) outlines both the latest financial position and proposed principles to addressing the in-year deficit in the DSG. In 2024-25, the forecast grant shortfall is £53m (equivalent to 13% overspend on the High Needs Block). This transfer request forms part of a wider approach to managing the Dedicated Schools Grant deficit recovery alongside reviewing the council's local policies and process in relation to supporting children with SEN. This approach forms part of the Local Authority's plan to move to a balanced in-year position on the High Needs Block as agreed with the DfE as part of the Safety Valve Programme. This programme is for those Councils with the highest deficits to support the development of a sustainable plan for recovery; including further funding from the DfE to pay off part of the deficit. The Council has also agreed to fund part of the historic debt.

4.4 The transfer total of 1.2% is in line with last year's request and is expected to be asked annually over the next 3 years whilst the High Needs budget returns to a more sustainable position. The transfer helps to support future financial sustainability and avoids cuts to SEN services. The transfer is used to help to fund SEN support services.

4.6 Overall, the proportion of responses supportive of the transfer was less than in previous years (in 2023-24 there was 86% in support), and whilst there was still overall support from primary schools, more secondary/special schools disagreed with the approach. Reasons for disagreement were not requested however, secondary do make less use of SEN support services.

- 4.7 Subject to the outcomes of the Schools Funding Forum discussion, and the agreement of the Secretary of State, it is currently proposed to transfer 1.2% from the Schools block to the High Needs Block in 2025-26.

#### Local Funding Formula Factor and Rate Changes for 2025-26

- 4.8 The next section focused on proposed changes to the formula factors in Kent's Local Funding Formula for primary and secondary schools (LFF) if there was support for the 1.2% transfer, this included the setting of the minimum per pupil funding level (MPPFL), and the minimum funding guarantee (MFG).

#### *Minimum Funding Guarantee (MFG)*

- 4.9 The MFG is a protection factor in the NFF, it ensures the overall per pupil rate of funding received by a schools does not fall below a minimum percentage threshold. There was clear support from the response that the minimum funding guarantee is set at 0% (rather than -0.5%) This means, year on year all schools will see (as a minimum) a 0% change in the overall per pupil rate of funding (as defined by the DfE). The cost of setting the MFG at 0% rather than -0.5% is approximately £0.2k. This will have to be funded from reducing other rates accordingly (a set out below) if this proposals is ultimately recommended.

#### *Minimum Per Pupil Funding Level (MPPFL)*

- 4.9 For the past 2 years, the Local Authority has taken the decision to mirror the National Funding Formula more closely and to ensure all schools contribute towards the High Needs transfer, when compared to the budget allocation they would receive through the NFF. The funding formula includes a protection factor to ensure all schools receive a minimum amount of funding per pupil (MPPL). This protection factor will "top-up" a school budget when the budget calculated on the characteristics of a school is lower than the protection threshold. By including a reduction to this protection factor, in the same way as the other factor valves, ensures all school budgets contribute towards the funding of the High Needs Transfer. The reduction to the MPPFL is subject to Secretary of State approval.

Similar to last year, the views from the schools were less conclusive with a slightly higher proportion of responses (60%) favouring to continue with the current formula used in 24-25, whilst 40% of the respondents favoured reducing the minimum per pupil funding level further than the reduction made in 24-25 (increasing the reduction from 0.9% to 1.2% in comparison to the nationally set rate). By increasing the reduction to 1.2% would complete a 3-year transition to support an approach whereby all schools would contribute equally towards the transfer (in comparison to the budget a school would receive under the National Funding Formula).

- 4.8 If the transfer is ultimately not supported, the proposal would have defaulted to mirroring of the National Funding Formula rates as closely as possible. This is in line with the overall guiding principle agreed by the schools and the Schools Funding Forum in previous years.
- 4.12 Subject to the outcomes of the Schools Funding Forum meeting along with the agreement of the Secretary of State, it is currently proposed that if the 1.2% transfer is agreed the Local Funding Formula for primary and secondary school

budgets will be set by reducing all NFF factor values equally including the Minimum Per Pupil Level rate (which would be set c1.2% lower). The minimum funding guarantee will be set at 0%.

## **5 Other Formula Rate Proposals 2024-25**

- 5.1 Further consultations with the Schools Funding Forum will take place in January, ahead of Cabinet Member taking Key Decision. Key considerations will include:

### High Needs Funding Formula Rates 2025-26

- 5.3 The total value of High Needs funding is expected to increase by £23m from £322m in 24-25 to £345m in 2025-26, an increase of c6.6%. Whilst this is higher than last year's increase (of approximately 3.7%), this is still far lower than annual increases seen in preceding years of around 10%. The increase is insufficient to meet the current in-year deficit on the High Needs block which is forecast to be £53m in 2024-25. The High Needs budget is used to fund payments for top up funding to mainstream schools & post 16 providers for individual children with SEN, Specialist Resource Provisions, Special Schools and Alternative Provision Funding. Any standard funding rate increases for educational providers have to be balanced between adding further pressure to the High Needs block and recognising inflationary pressures that SEN education providers are facing including the rise in teachers' and support staff salaries along with wider inflationary changes. It also needs to be considered alongside Central government's approach to primary & secondary school budgets, whereby schools are being expected to make greater levels of efficiencies in 2025-26 to fund these pressures.

### Early years Free Entitlement Rates 2025-26

- 5.3 Last year the Government announced a range of measures to support early education and help for parents with childcare so they can return to work more easily. This resulted in a number of changes to the sector including an expansion of the free entitlement offer from a universal/targeted offer for 3 & 4 year olds (& some eligible 2 year olds) to include free childcare up to 30 hours to working parents with children aged over 9 months. The Council implemented a number of new rates in response to this change and reviewed the current 3 & 4 year old formula relating to deprivation. Therefore, options to change the basis of the funding rates further were discarded, to provide stability to the sector, instead opting to consider a standard percentage uplift in line with Government funding announcements, this will include reducing the amount retained by the Council from 5% to 4% of the grant funding available (in line with government guidance). This will be presented to the Schools Funding Forum for consideration.

## **6 Financial Implications**

- 6.1 All funding proposals associated with the Schools' Local Funding Formula proposals (primary & secondary schools) are made within the total school block available for distribution in 2025-26. The Government requires the full school block to be distributed to schools, except where a block transfer has been agreed.

6.2 The High Needs Block is significantly overspent and therefore all proposals must consider the financial impact and subsequent savings that will need to be achieved to meet any commitments to increase funding rates to support children with Special Educational Needs.

6.2 The final rate values may vary for affordability purposes as all proposals in the consultation document are based on modelled data.

## **7 Legal implications**

7.1 There are no legal implications, but the Council is required to set the schools budget in accordance with Education Act 2002 and the Conditions of DSG Grant 2024-25. School Budgets must be published by 28<sup>th</sup> February of each year and the Early Years funding rates must be published by 31<sup>st</sup> March for the forthcoming financial year.

7.2 The Schools Funding Forum generally have a consultative role whose composition, constitution and procedures of schools forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended).

## **8 Equalities implications**

8.1 An equalities impact assessment has been completed and is included as part of the consultation documentation. There were no adverse impacts identified.

## **9 Other corporate implications**

9.1 This does not have an impact on other areas of the Council.

9.2 The proposed decision would fall under Objective 1 of Framing Kent's Future: maintaining KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families, through the setting the annual school budget.

9.3 The proposed decision will support Objective 2 of Securing Kent's Future: by securing additional income to the High Needs Block from the Schools Block will support financial sustainability of the 2025-26 Dedicated Schools Grant High Needs Budget.

## **10 Governance**

10.1 Corporate Director for Children, Young People and Education will be delegated responsibility to enact the decision and to make any further necessary changes to funding rates in light of any final affordability issues.

## **11 Alternatives considered**

11.1 The alternatives to the recommendations within this paper are set out as part of the consultation and have been referenced in the body of this report.

## **Conclusions**

## **12**

12.1 The Schools Funding Forum will be consulted on the principles for setting schools' budget, Early Years Funding Formula and any standard inflationary increases for rates paid from the High Needs Block. The Cabinet Member for Education & Skills will be asked to make this decision during January in readiness for formal publication at the end of February 2025. Approval will also be sought, where appropriate, from the Secretary of State for both the 1.2% transfer and to reduce the minimum per pupil funding level.

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

14.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2025-26 consultation  
[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).

14.2 Note that the Cabinet Member will take the relevant Key Decision during January 2025 in line with the Council's decision-making procedures, following engagement with the Schools Funding Forum regarding proposals outlined in this paper relating to schools and early years, along with standard inflationary increases to Special Educational Needs payments made to schools/colleges.

#### **14 Background Documents**

10.1 The Kent Schools' Local Funding Formula 2025-26 Consultation documentation can be found in the link below:  
[www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation).

#### **15 Contact details**

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**From:** Rory Love, Cabinet Member for Education and Skills  
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 – *16 January 2025*

**Subject:** Special Education Needs transformation and the role of the Specialist Teaching and Learning Service (STLS)

**Decision no:** *24/00119*

**Key Decision :**

- It affects more than two Electoral Divisions
- It involves expenditure or savings of maximum £1m

**Classification:** Unrestricted

**Past Pathway of report:**

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

**Electoral Division:** All divisions

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**Is the decision eligible for call-in?** Yes

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**Summary:** This report provides the Children's, Young People and Education Cabinet Committee with the findings of a public consultation into how the Specialist Teaching and Learning Service (STLS) might fit into new ways of working being implemented as part of the transformation of education support for children and young people with special educational needs and disabilities (SEND), including a recommendation for the future of the service beyond the end date of the current Service Level Agreement.

**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 in consultation with the Cabinet Member for Integrated Children's Services on the proposals as set out in the Proposed Record of Decision (PROD).

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## 1. Introduction

- 1.1 A report was presented to the Children's, Young People and Education Cabinet Committee on 1 March 2022 regarding the Specialist Teaching and Learning Service (STLS) and the implementation of a transformational Service Level Agreement (SLA) from September 2022 to August 2025. [Issue details - 22/00001 - Specialist Teaching and Learning Service \(STLS\) - Consultation outcome on service redesign and delivery options from April 2022.](#)
- 1.2 A further report was presented to the Children's, Young People and Education Cabinet Committee on 9 July 2024, detailing information about the Specialist Teaching and Learning Service (STLS), including how it provides support to mainstream education settings, performance information, feedback from stakeholders on the impact of the service and options that have been considered for the future of the service beyond the end of its current Service Level Agreement (SLA). The documents can be found under Item 5 here [Agenda for Children's, Young People and Education Cabinet Committee on Tuesday, 9th July, 2024, 2.00 pm](#)
- 1.3 At that time, the intention to undertake a public consultation to understand how the STLS might fit into the new ways of working that are being implemented as part of the SEND transformation was shared.
- 1.4 A public consultation was subsequently undertaken between 9 September 2024 and 3 November 2024. Having considered the feedback from that consultation this report describes the proposal for the future of the service beyond the term of the current Service Level Agreement (SLA), including how the service will be funded in the future.

## 2 Key Considerations

- 2.1 The future of the STLS service is linked to the implementation of other SEND Transformation projects, including the Locality Model for School Inclusion, SEN Schools Funding Model and Revised Model of Support for Early Years.
- 2.2 The future service delivery model of STLS must fit within the underpinning principles and ways of working being implemented through these transformation projects. This will require STLS to adapt and modify some aspects of their service delivery.
- 2.3 In addition, STLS must contribute towards a SEN model that is financially sustainable over the longer term.
- 2.4 In response to the outcomes of the public consultation, the recommendation is to continue funding STLS beyond the end of the current SLA.

## 3 Background

- 3.1 The overarching aim of the STLS is to support mainstream early years settings and schools to build their capacity and confidence in delivering high quality provision for children and young people with SEND, in improving pupil progress and outcomes and to spread best practice across educational settings.

- 3.2 Across the county, 81% of early years settings, 100% of primary schools and 90% of secondary schools engaged with STLS on average per term during the 2023-2024 academic year. Demand for STLS is high, and feedback indicates that it is deemed to be of a high quality and to have a positive impact on inclusion of children and young people with SEND in mainstream settings. Feedback also suggests that there is some variation of offer and quality across the county, capacity issues in relation to ability of the service to meet demand within the existing workforce, and that the model, in its current form is not financially sustainable over the longer term without additional investment.
- 3.3 The model outlined in this paper seeks to address these issues while ensuring that there are sufficient resources in place to support the national and local ambition to improve mainstream provision so that it is more inclusive of children with SEND. This ambition being a fundamental principle within the transforming Kent education landscape.
- 3.4 The consultation period was eight weeks, commencing 9 September 2024 and ending 3 November 2024.
- 3.5 A full description of the process and analysis of the consultation responses is included as Appendix 1. A summary is provided in Sections 3.6 to 3.10.

#### Summary of consultation responses

- 3.6 The consultation sought views on how the STLS might fit into the new ways of working that are being implemented as part of the SEND transformation. To achieve this, feedback was sought on the following areas:
- the gaps and duplications that might exist in the future ways of working and how this relates to the district STLS across Kent,
  - how the service might support schools and settings to deliver outcomes as per the Children and Young People's Outcomes Framework,
  - how the service supports the embedding of inclusive practice in schools and settings,
  - the role that the service might play within processes and pathways being implemented as part of the new ways of working,
  - which of the identified funding options might be referable, including whether the mechanism for funding early years STLS should be considered separately from school age STLS.
- 3.7 The consultation received a total of 523 responses; 427 from professionals and 96 from residents, 81% of whom were parents or carers. The largest group of responses (26%) were received from primary school Special Educational Needs Co-ordinators (SENCo's).
- 3.8 Responses were received from professionals working in each district in Kent, although the overall distribution was uneven. The highest number of responses from professionals came from Maidstone (18%) and Thanet (17%) districts. Responses were received from residents in each district in Kent, except Dartford. The highest number of resident responses was received from Maidstone (17%) and Swale (17%).

- 3.9 Overall, there was consistency across of feedback across both professional and resident groups.
- 3.10 As part of the consultation, a proposal to deliver the service across the county was submitted by a sole organisation. Proposals were not requested as part of the consultation, but due consideration was given to this feedback and a further options appraisal was undertaken and is shown at Appendix 2.

#### Revised model of STLS support to mainstream settings

- 3.11 Professionals and residents agree that STLS have the skills and knowledge to provide support across a broad range and complexity of need, have a positive impact on developing and embedding inclusive practice and have an impact on upskilling the teaching workforce in increasing confidence and knowledge of supporting children with SEND in mainstream settings. The latter of which was identified as a gap in relation to the current offer of support to mainstream settings. Therefore, funding will be prioritised for this service to continue. The service will be expected to flex how it operates to support greater inclusivity in mainstream schools by offering practical support and strategies alongside classroom based staff in a coaching/mentoring capacity. This is intended to be a more efficient and effective use of resources within the service.
- 3.12 The key outcomes of STLS will focus on supporting early years settings and schools to develop and embed greater inclusive practice, improving SEND knowledge within mainstream settings though providing support and training to mainstream staff and supporting children and young people to achieve outcomes identified within the Children and Young People's Outcomes Framework with a specific focus on outcomes related to My Learning, My Independence, My Future and My Voice.
- 3.13 Gaps related to health provision, such as Speech and Language Therapy, Occupational Therapy and mental health services, identified within the consultation, will not be filled by STLS. However, STLS will continue to work collaboratively with health partners in relation to the embedding the Balanced System® more widely within Kent's mainstream settings and schools.
- 3.14 School age STLS will form part of a local offer of professional resources available to mainstream schools. This Professional Resources Group includes Kent Education Psychology Service (KEPS), Special Education Needs (SEN) Inclusion Advisors, Kent Pupil Referral Unit (PRU) and Attendance Service (KPAS), Inclusion Champions, representatives from PINS project and STLS Sensory and Physical Disability Services.
- 3.15 Early years STLS will form part of a local offer of professional resources available to mainstream early years settings. This Early Years Professional Resources Group includes Early Years Advisors (formerly Equality and Inclusion Advisors and Improvement and Standards advisors), SENIF Practitioners and Early Years Outreach Service (formerly Specialist Nursery Intervention) practitioners

- 3.16 School age STLS will move to a Link Worker model. This reflects the model being implemented across other services within the Professional Resource Group. The Link Worker model enables an individual to build relationships with a school, becoming part of the support offer to the school and providing a lead contact for any of the children in the school or setting that may need support. This role will work with SENCOs and senior leaders to plan how to meet need, avoiding the need for referral processes or waiting lists. The Link Worker model is currently operated by STLS in Thanet with great success.
- 3.17 STLS will no longer be required to deliver Local Inclusion Forum Team (LIFT) meetings to schools or early years settings. Attendance at LIFT as part of the process to access High Needs Funding and Special Education Needs Inclusion Funding (SENIF) has been removed as part of the implementation of the Revised Model of Support to Early Years and the Localities Model.
- 3.18 SENCOs will be able to access peer to peer support through the Communities of Schools being introduced as part of the Localities Model.
- 3.19 Referrals to LIFT to access support from a specialist teacher will no longer be required. Instead, school age STLS will respond to requests for support from the Communities of Schools as part of the local offer. Support and advice will also be accessible through the allocated Link Practitioner. Early years STLS will respond to requests for support bought to the Early Years Professional Resource Group as part of a referral pathway.
- 3.20 Both early years and school age STLS will continue to support transition, working alongside other services within the respective Professional Resources Groups, to deliver this in accordance with the Transition Charter. Planning for transition will be led by KCC's SEND Inclusion Advisors.
- 3.21 Additional work will be undertaken to determine the STLS contribution to the core training offer available to schools. This will take into consideration training available through The Education People, Kent Education Psychology Service and will include supporting the delivery and embedding of Autism Education Trust training across the county. As part of the implementation of the revised model of support for early years settings, work is currently being undertaken to determine a core training offer for early years settings. The role of early years STLS in providing training will be informed through that process.
- 3.22 Capacity issues within school age STLS were identified in the consultation as creating gaps in the support available from the service. Moving to a Link Practitioner model, removing the requirement to administer and attend LIFT and focusing on a core training offer will address some of these issues, enabling STLS to have more time working directly with children and young people in settings and schools.
- 3.23 LIFT Executive will no longer be required to oversee the strategic or operational delivery of the service.
- 3.24 In the new ways of working, the impact of school age STLS will be evaluated by the Area Moderation Boards that are being established as part of the Localities Model for Mainstream Schools. The purpose of these boards is to evaluate the

impact that available resources have on embedding inclusive practice across mainstream settings, ensuring that resources are being used as effectively as possible, for maximum impact, and creating a model of SEND inclusion that is financially sustainable in the longer term. Key performance indicators developed to monitor the delivery of the service will be available to inform these discussions.

- 3.25 The impact of early years STLS will be measured through Key Performance Indicators being developed for each service within the revised model of support to early years settings. These will underpin a number of critical success factors that have been developed to understand the impact of the whole model of support.
- 3.26 The impact of the service on children and young people, as identified within the Children and Young People's Outcomes Framework, will be measured through the outcomes Measuring Matrix which will form part of the Key Performance Indicators for both early years and school age children.

#### Commissioning Intentions

- 3.27 Based on the outcomes of the public consultation, the intention is to continue funding STLS beyond the term of the current Service Level Agreement (SLA).
- 3.28 The proposal is that the STLS will be funded through the High Needs Block for school aged children through the funding to be made available for the Communities of Schools Budgets and will form a pre-determined committed sum.
- 3.29 Early Years Block Funding will be used to fund the STLS for early years providers.
- 3.30 As part of the consultation, a counter-proposal was submitted indicating that a single organisation could deliver the service across the county. In considering this feedback, a further options appraisal was undertaken in relation to potential lotting strategies for the delivery of the service and the type of organisation that could deliver the service.
- 3.31 Based on this, the Council intends to bring STLS in house and deliver it as an inhouse provision, forming part of a core offer of support to mainstream schools and early years settings. This is determined through the options appraisal, the evidence gathered and is by no means any reflection on the quality of service delivered by the 12 SLA holding special schools.
- 3.32 Following a previous Key Decision ([Issue details - 22/00001 - Specialist Teaching and Learning Service \(STLS\) - Consultation outcome on service redesign and delivery options from April 2022](#)) the STLS Sensory and Physical Disability service was transferred in house. The primary reason for this was to bring the statutory element of this service in house.
- 3.33 Bringing the non-statutory service in house provides the best opportunity to address issues related to variation in quality and capacity across the county, ensure that delivery of the service is aligned to other SEN transformation

projects, enable the service to adapt and flex to meet changing needs and ensure that it is contributing to a financially sustainable model in the future.

3.34 As a non-statutory service, STLS will always be at risk of funding being removed and prioritised for statutory services. The static budget within the current SLA means that, in the third year, the service is increasingly becoming financially unsustainable, requiring SLA holding schools to restructure, subsidise posts and not recruit to vacancies. The Council is in a stronger position to manage this risk in the future, for example, recently the Department of Education has provided additional funding to support teacher pay increases for “employed” staff whilst commissioned services are expected to pay for this through efficiencies.

3.35 The current SLA makes provision under the Scheme of Financing for schools for the Local Authority to meet the costs of redundancies associated with the STLS. To date, no requests of this nature have been received. Special schools have indicated that they would not take on any further service level agreements without a similar assurance. Consequently, bringing the service in house does not present an additional risk to the local authority in respect to the costs of redundancy.

3.36 Given the feedback from the consultation, service continuity remains a priority. To achieve this, it may be necessary to extend the existing Service Level Agreements for a three to six month period of time to effect a transition with minimal disruption to service delivery. Any extension would be of limited time and only used if necessary via delegated authority.

#### **4 Options considered and dismissed, and associated risk**

4.1 The following options were considered in relation to the future of the service. These options were described in the consultation document and respondents were able to comment on all of them using a free text box.

4.2 Based on a previous options appraisal, three options were identified by KCC as preferable. Respondents to the consultation were asked to rank these in order of preference.

4.3 Based on an options appraisal and outcomes of the current consultation, the following options were rejected.

- Option 1: End the service when the current Service Level Agreement ends on 31 August 2025.
- Option 3: STLS becomes a traded service.
- Option 4: STLS is funded via the School Inclusion Model for Mainstream, meaning that the service would be funded by Communities of Schools with money allocated to them from HNF block for local decision making.
- Option 5: Transfer the service from special schools to KCC, bringing the service in house.
- Option 6: Transition option, namely extending the current SLA for one year to enable a transition to Option 4.

- 4.4 In response to the proposal submitted for a single provider to deliver the service, the above appraisal was revisited, and consideration was given to the advantages and disadvantages of a single county wide provider, four area based or twelve district based providers. The type of organisation that could deliver across each of these footprints was also considered, necessitating further consideration of the Local Authority as a potential provider (Option 5 above).
- 4.5 In relation to the geographic footprint, the following options were considered and discarded:
- deliver the service across a district based footprint
- 4.6 In terms of the type of organisation that could deliver the service, the following options were considered and ruled out:
- Maintained schools (mainstream and special)
  - Academy trusts
  - Independent, external organisations
  - The Education People (traded arm of the Council)

## **5 Financial Implications**

- 5.1 The current spend on the STLS is £5,856,468 per year. This includes both staffing and non-staffing costs.
- 5.2 This is a static annual budget that has remained unchanged since before the existing SLA.
- 5.3 Based on the proposal to bring the service in house, the annual staffing costs are estimated to be £5,760,325 (excluding current vacancies). This is based on the current establishment of the service as provided by special schools through regular performance monitoring. These costs would be expected to rise in line with relevant pay awards each year.
- 5.4 The future cost of the STLS service will be determined through a needs assessment to determine both the split of service costs between early years and school aged children, along with the value of the basic and traded service for school-aged children, the latter will be determined by the Communities of Schools requirements.
- 5.5 The proposed new operational model for STLS adds an additional element of financial risk, where the traded element of the service will fluctuate depending on the demand for the service by different communities of schools. To help mitigate against this risk, it is expected Communities of Schools will be required to provide a suitable period of notice to make changes allowing sufficient time to manage the change and flexibly deploy the resource in the most cost effective way.
- 5.6 The cost of bringing the service in house is estimated to be £580,318. This includes costs related to provision of equipment, technology and associated resource to manage this process. It does not include any potential redundancy costs, or additional premise costs (this is expected to be managed within



existing KCC buildings). This is expected to be managed in the first year within the overall envelope offset by normal staffing changes that can result from a change process.

- 5.7 A six month extension to the SLA in order to undertake the proposed transfer is estimated to cost £3,385,560.

### Funding Arrangements

- 5.8 The service is currently funded from the High Needs Block of Dedicated Schools Grant (DSG) provided by the Department of Education (DfE). The High Needs Block is funded from a combination of the High Needs allocation from the DfE (annual grant of c£330m) plus a further contribution from primary & secondary budgets (equating to 1.2%) of approximately £15m, in response to the Council overspending its grant allocation. This transfer is expected to continue each year until the Council is able to operate sustainably within its high needs grant allocation. The transfer contributes towards the range of SEN support services to schools (of which STLS is one example). SEN Support Services are a discretionary service, and the total money available for all SEN Support services for schools is considered in context of the value of the transfer.
- 5.9 Spend is reported within the Special Educational Needs & Psychology key service line presentation of the 2024-2025 Medium Term Financial Plan. This is not currently a direct cost to the General Fund. However, the Council has committed to contributing a total of £82m towards the accumulated DSG deficit relating to High Needs overspends by 2027-28.
- 5.10 The proposal is for the SLTS to be fully funded through a combination of the High Needs Block and Early Years Block (of the DSG provided by DfE). The High Needs block will be used to fund service for school aged children through the funding to be made available for the Communities of Schools Budgets, and will form a pre-determined committed sum. Early Years Block Funding will be used to fund the STLS for early years providers.
- 5.11 In 2024-25, the budget for central services to Early Years providers was £7m, and the future funding of the early years element of this service will be funded from a combination of recent savings in other early years services and the expected increase in funding for 2025-26. By maximising the use of other funding sources will also support savings on the High Needs Block.

## **6 Legal implications**

- 6.1 The Children and Families Act 2014 and the SEND Code of Practice 2015 describe the role that early years, schools and colleges play in meeting the needs of all children and young people, including those with SEND, whether they have an EHCP or not.
- 6.2 The SEND Code of Practice (Section 6.44) outlines the 'graduated approach' that all schools/settings should apply when considering how they will meet those needs. This also relates to the SEND Code of Practice Section 6.58 to

6.62 which outlines the use of specialists to advise settings and schools on early identification of SEN and effective support and interventions.

6.3 Advice will be sought from Legal Services and Commercial and Procurement team, as required, during the implementation phase of the decision in relation to future commissioning arrangements.

## **7 Equalities implications**

7.1 The Equalities Impact Assessment undertaken previously was reviewed and updated to reflect feedback from the consultation.

7.2 Key equalities implications identified from the public consultation are:

- Age: respondents identified a detrimental impact on younger children, specifically those in early years settings, if the service were to end. This would also be the case if the funding approach changed in a way that meant early years settings could no longer access the service.
- Age: the impact on younger children, specifically those in early years settings, was also referenced in relation to transition into school age settings.
- Gender: a detrimental impact on women was referenced, if the service was to end. Women make up the majority of the STLS, SENCO and teaching workforce.
- Disability: respondents identified potentially detrimental impact on children and young people with SEND if the support provided by the service were to end. Some respondents identified a potential impact specifically on children with Communication and Interaction, Social Emotional and Mental Health, and Cognition and Learning needs. This is because children with sensory and physical disability needs will continue to be supported by in-house STLS which fulfils a statutory duty.

7.3 The following mitigating actions were identified in relation to the above:

- Age: consideration will be given to how support for early years can be funded in the future to ensure that the youngest children are not disadvantaged. Information gathered through the implementation of the revised model of support to early years settings will be used to inform this.
- Age: consideration to be given to early years STLS working with Year R in mainstream schools to support improved transition.
- Gender: this risk will be mitigated through the continuation of the service.
- Disability: this risk will be mitigated through the continuation of the service.

## **8 Data Protection Implications**

8.1 Data protection implications will be considered as part of the implementation of the revised model, specifically in relation to data sharing between the existing and future provider.

## **9 Other corporate implications**

9.1 A decision regarding the future of STLS is closely aligned to decision regarding SEN Funding model as funding for the service will come from money identified

within that model as allocated to Communities of Schools for local decision making.

- 9.2 Funding allocated from that allocation to support STLS will reduce the overall amount of money available for that purpose.

## 10 Governance

10.1 This basis is this consultation has been to understand how STLS fits within the future ways of working, specifically in relation to the revised model of support for early years and the localities model of schools inclusion.

10.2 The proposals regarding how the service is funded in the future have been designed based on the SEN Funding proposal and how high needs funding may be allocated to schools differently.

10.3 Therefore, to ensure continuity and well informed decision making, and recognising the connection with the SEN Funding model decision 24/00120, the final decision on the future of STLS will not be taken until full consideration has concluded for the SEN funding model.

10.4 Accountability for statutory functions in relation to Safety Valve sits with Corporate Director for Children, Young People and Education. Responsibility sits with the Director for Education and Special Education Needs.

## 11 Conclusions

11.1 As part of the ongoing transformation of SEN in Kent, a public consultation has been undertaken to understand how the STLS might fit into new ways of working.

11.2 The outcomes of the consultation identified a clear preference for the continuation of the service. Professional and residents respondents agreed that STLS is supporting children and young people to achieve the outcomes that are important to them, has the skills and knowledge to support inclusive practice in mainstream schools, upskill teaching staff, and enable school to school support.

11.3 The proposal is for school age STLS to be funding from the High Needs Funding being allocated to Communities of Schools for local decision to fund STLS. Funding for early years STLS will come from the early years grant.

11.4 The service delivery model will be revised to align with new ways of working being implemented through Localities Model and revised model of support to early years settings.

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### 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 in consultation with the Cabinet Member for

Integrated Children's Services on the proposals as set out in the Proposed Record of Decision (PROD).

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## 10. Background Documents

- 10.1 Equality Impact Assessment
- Data Protection Impact Assessment

## 11. Appendices

- Appendix 1: Consultation Analysis report
- Appendix 2: Options appraisal

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# KENT COUNTY COUNCIL STLS CONSULTATION WRITTEN REPORT

PREPARED BY LAKE MARKET RESEARCH



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# BACKGROUND AND METHODOLOGY

## Background

Kent County Council (KCC) is seeking views on how the Specialist Teaching and Learning Service (STLS) might fit within new ways of working that are being introduced as part of the ongoing transformation of Special Education Needs and Disabilities (SEND) services in Kent. The STLS works mainly with Special Educational Needs Co-ordinators (SENCOs) in mainstream settings, providing advice, support and training that support early years settings and schools to provide good inclusive education to children and young people with SEND.

New ways of working in Kent and changes to legislation across the country mean KCC will continue to adapt the services provided to support children and young people with SEND. As new ways of working are implemented, and the transformation of SEND services continues, KCC want to understand how STLS might fit within these new ways of working, whether there are gaps the service might fill, how it can support children to achieve the outcomes important to them and how it might contribute to a financially sustainable model for the future.

## Consultation process

On 9 September, a public consultation was launched, lasting 8 weeks until 3 November. The consultation invited responses from all those interested in the proposals.

Feedback was captured via a consultation questionnaire which was available on the KCC engagement website ([www.kent.gov.uk/specialist-teaching-and-learning-service](http://www.kent.gov.uk/specialist-teaching-and-learning-service)). Hard copies of the consultation material, including the questionnaire, were also available on request. Consultation material and the webpage included details of how people could contact KCC to ask a question, request hard copies or an alternative format. A Word version of the questionnaire was provided for people who did not wish to complete the online version. An easy read version of the consultation document and questionnaire was also available.

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

Attendance and presentation at the following forums:

- Early Years SENCo Forum
- Primary SENCo Forum
- Secondary SENCo Forum
- School Governor Forum

The consultation was promoted through the following:

- The Kelsi Bulletin
- SEN Family Network Newsletter
- The Specialist Teaching and Learning Service

A summary of interaction and supply of consultation material can be found below:

In addition, during the consultation period, eighteen workshops were completed with stakeholders between 27 September 2024 and 10 October 2024. The purpose of the workshops was to promote the consultation and give respondents opportunity to share their views directly with local authority representatives.

Of these eighteen workshops;

- one was open to any representative from a mainstream school or early years settings
- two were for headteachers and governors of mainstream schools and early years settings
- two for representatives from Early Years settings
- three for representatives from primary
- three for representatives from secondary phase
- two workshops were held for parents and carers
- two workshops were provided for STLS district leads and headteachers responsible for the Service Level Agreement and three for STLS staff
- two workshops were also held with KCC internal stakeholder groups.

In total, 138 individuals registered to attend the workshops. Some workshops had a higher number of attendees than had booked due to multiple people attending on one invitation.

Of the 138 individuals who registered, 113 attended the workshops (82% attendance).

Attendance breakdown:

- 59 individuals attended the STLS workshops
- 24 individuals attended the Primary focused workshops
- 3 individuals attended the Secondary focused workshops
- 6 individuals attended the Early Years focused workshops
- 19 individuals attended the Headteacher and Governors workshops
- 2 individuals attended the Parent workshops

During the workshops, feedback was collated and themed. Across the eighteen workshops, ten key themes were identified. These are summarised below.

92 comments were made expressing concern about LIFT and the service ending. This included concerns that:

- LIFT is considered to be part of the process for referrals with outside agencies such as the NHS.
- Early years staff had concerns that LIFT is a valuable resource that they use regularly, and it is sometimes the only support they receive.
- Primary school SENCOs felt that LIFT was inconsistent across districts, however, it is vital for gathering evidence and getting support.
- Secondary SENCOs said they have an increasing need for lift due to increasingly complicated pathways, they also felt LIFT was well attended and created peer to peer support.
- Headteachers described LIFT as being important to access outside agencies and that it is the only place to access multiagency working. A comment mentioned that they feel LIFT is a lifeline for settings and families.
- Concerns were raised across all stakeholders regarding the diminishing service and members of STLS leaving.

49 comments concerned questions or concerns about the consultation document or process. This included:



- The STLS had concerns about a lack of vision statement and positive options for the future of the service. STLS were also concerned that the public were being asked to give feedback on models that were not yet fully understood.
- Early Years professionals requested an easy read option and were concerned there would be further consultations.
- Primary SENCO concerns were regarding the sheer number of consultations and the lack of clarity regarding the options.
- Parents felt the Local Authority should work with parents more to hear concerns and questions.

47 comments concerned questions or concerns regarding funding. This included:

- STLS had concerns that the service would become subcontracted and that the funding arrangements were unclear. They expressed concerns around financial fairness and how sustainability was going to be ensured.
- Early years professionals were concerned that schools would choose to remove funding from early years settings.
- Primary schools were concerned they wouldn't be able to afford the service.
- Headteachers and Governors were concerned that unless there was some core funding then they would lose STLS staff.

37 comments were regarding the new Localities Model and a lack of consistency across the county. This included:

- STLS voiced concerns regarding the risk of an inequitable offer and not having the expertise for a particular need in a link model. They were concerned as to how they would fit in localities model.
- Primary staff voiced concerns regarding how STLS would fit in the localities model and how the model with work with large academies vs small rural schools.
- Secondary staff would like STLS to control the localities model
- Headteachers were concerned that the only hands-on service (STLS) will be removed from the community models and how will outside agencies then be accessed by communities.

22 comments were regarding the wellbeing of staff and young people. This included:

- STLS are concerned about anxiety their staff are experiencing and the impact on pensions
- Primary and secondary staff are concerned about the wellbeing of STLS and SENCOs as STLS are their only source of help and support.
- Headteachers were concerned about job security for STLS staff and staff would feel very lonely and anxious without STLS
- Parents are concerned the children won't be supported without STLS staff.

21 comments were concerned specifically with Early Years provision. This included:

- STLS were concerned regarding EY funding, and they only really have option 2 as an option and that EY settings were struggling to access the consultation.
- Early Years staff were concerned with the outreach model
- Primary staff felt it was important to split Early years and schools funding.
- Head teachers voiced concerns with transition

16 comments regarded the Service Level Agreement (SLA). This included:

- Concerns were regarding who would hold then SLA and therefore manage STLS. These concerns were raised by STLS and Secondary school staff

16 comments were concerns about a lack of information or of understanding to complete the consultation. These were raised mostly by STLS who were concerned there was not enough information or clarity for people to make an informed decision.

13 comments regarded the potential Ending of the Service. These included:

- STLS main concern was redundancies and who would be responsible for the payment of the redundancies.
- Primary staff were concerned how would staff access outside agencies without STLS. Concerns regarding the gaps that would be left.

3 comments were Secondary specific concerns. These included:

- STLS were concerned regarding the impact of lack of engagement from secondary schools would have on the consultation.

Attendees were encouraged to complete the questionnaires provided on Let's Talk Kent.

### **Points to note**

- Consultees were invited to comment on each aspect of the consultation and were given the choice of which questions they wanted to answer / provide comments. The number of consultees providing an answer is shown on each chart / table featured in this report.
- Consultees were given a number of opportunities to provide feedback in their own words throughout the questionnaire. This report includes examples of verbatims received (as written by those contributing) but all free text feedback is being reviewed and considered by KCC.
- This report includes feedback from professionals / organisations and residents and the consultation contained a separate questionnaire for each stakeholder group. Feedback for each stakeholder group has been reported separately.
- Participation in consultations is self-selecting and this needs to be considered when interpreting responses.
- Response to this consultation does not wholly represent the individuals or stakeholders the consultation sought feedback from and is reliant on awareness and propensity to take part based on the topic and interest.
- KCC was responsible for the design, promotion, and collection of the consultation responses. Lake Market Research was appointed to conduct an independent analysis of feedback.

# PROFILE OF CONSULTEES

## PROFESSIONALS / ORGANISATIONS RESPONDING

427 consultees took part in the professionals consultation questionnaire.

The table below shows the profile of consultees responding to the consultation questionnaire only. Just under half of consultees answering support children aged 0-5 (48%); 73% support children aged 5 and above. The education setting consultees work in is mixed – 42% in an Early Years setting, 60% in a primary education setting and 20% in a secondary education setting.

The proportion who left these question blank or indicated they did not want to disclose this information has been included as applicable.

RESPONDING AS...	Number of consultees answering	% of consultees answering
A professional employed to work in or responsible for a mainstream educational setting	258	60%
A professional employed to provide support to children in mainstream education settings	98	23%
Providing the official response of an organisation, group, or business	25	6%
Other	43	10%
Prefer not to answer / blank	3	1%

Official responses from an organisation, group or business were received from:

- Canterbury day Nursery
- Chalk Village Preschool
- Cherubs Preschool
- Children and Young Peoples Services (CYPS) (Family Hubs)
- Cobham Community Preschool
- Culverstone Green Nursery
- Tonbridge & Malling Family Hub district
- Halstead Nursery
- Hythe Bay Church of England Primary School
- Kent Autism Education Service Ltd
- Leigh Academies Trust
- Leybourne Chase Preschool Ltd
- Playhouse Preschool
- Poppy preschool
- Scallywags Two Pre School
- St Barnabas Pre School Nursery
- St Hilary's Nursery
- St Nicholas School
- STLS District Lead

- Sunrise Day Nursery (Langley) Ltd
- We are Beams
- Wiggles Playgroup Ltd
- Young risers pre school

AGE OF CHILDREN SUPPORTED	Number of consultees answering	% of consultees answering
Child(ren) aged 0-5	206	48%
Child(ren) aged 5 and above	314	73%
Prefer not to answer / blank	9	2%

PROFESSIONAL WORKING IN...	Number of consultees answering	% of consultees answering
An Early Years education setting (including nurseries and childminders)	179	42%
A primary education setting	254	60%
A secondary education setting	86	20%
Other	35	8%
Prefer not to answer / blank	7	2%

Based on the responses above, this equates to 13% of early years settings, 55% of primary and 84% of secondary settings in Kent.

ROLE IN RESPONDING TO CONSULTATION...	Number of consultees answering	% of consultees answering
Nursery Manager / Owner	42	10%
School Governor	3	1%
School Headteacher / Senior Leader	68	16%
- Work in Early Years setting	14	3%
- Work in primary education setting	55	13%
- Work in secondary education setting	9	2%
- Other	4	1%
- Prefer not to say / left blank	1	0.2%
School Middle Leader	6	1%

<b>ROLE IN RESPONDING TO CONSULTATION...</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
SENCO / Inclusion Leader	179	42%
- Work in Early Years setting	70	16%
- Work in primary education setting	112	26%
- Work in secondary education setting	21	5%
- Other	1	0.2%
- Prefer not to say / left blank	2	0.4%
Nursery Practitioner	6	1%
Childminder	0	0%
Classroom Teacher	22	5%
Learning Support Assistant (LSA) /Teaching Assistant (TA)	7	2%
Higher Level LSA/TA	0	0%
Specialist Teacher (from Specialist Teaching and Learning Service)	31	7%
Educational Psychologist	6	1%
Speech and Language Therapist	4	1%
Family Hubs worker	5	1%
Early Help worker	0	0%
Other	45	11%
Prefer not to answer / blank	3	1%

<b>DISTRICT WORKS IN</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Ashford	45	11%
Canterbury	41	10%
Dartford	27	6%
Dover	30	7%
Folkestone and Hythe	34	8%
Gravesham	54	13%
Maidstone	75	18%
Sevenoaks	33	8%
Swale	40	9%
Thanet	72	17%

<b>DISTRICT WORKS IN</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Tonbridge and Malling	44	10%
Tunbridge Wells	39	9%

<b>GENDER</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Male	18	4%
Female	154	36%
Prefer not to answer / left blank	255	60%

<b>GENDER SAME AS BIRTH</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	175	41%
No	0	0%
Prefer not to answer / left blank	252	59%

<b>AGE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
0-15	1	0.2%
16-24	2	0.4%
25-34	19	4%
35-49	81	19%
50-59	61	14%
60-64	6	1%
65-74	3	1%
75-84	0	0%
85 & over	0	0%
Prefer not to answer / left blank	254	59%

<b>RELIGION / BELIEF</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	62	15
- Christian	59	14
- Hindu	0	0
- Jewish	1	0.2%
- Muslim	0	0
- Sikh	1	0.2%
- Other	2	0.4%
No	101	24%
Prefer not to answer / left blank	201	47%

<b>DISABILITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	13	3%
- Physical impairment	4	1%
- Sensory impairment (hearing, sight or both)	0	0%
- Longstanding illness or health condition, such as cancer, HIV/AIDS, heart disease, diabetes or epilepsy	5	1%
- Mental health condition	3	1%
- Learning disability	4	1%
- Other	1	0.2%
No	157	37%
Prefer not to answer / left blank	240	56%

<b>CARER</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	13	3%
No	157	37%
Prefer not to answer / left blank	257	60%

<b>ETHNICITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
White English	154	36%
White Scottish	3	1%
White Welsh	0	0%
White Northern Irish	2	0.4%
White Irish	2	0.4%
White Irish Traveller	0	0%
Asian or Asian British Indian	1	0.2%
Asian or Asian British Pakistani	0	0%
Asian or Asian British Bangladeshi	0	0%
Mixed White & Black Caribbean	0	0%
Mixed White & Black African	0	0%
Mixed White & Asian	2	0.4%
Black or Black British Caribbean	0	0%
Black or Black British African	0	0%
Other	7	2%
Prefer not to answer / left blank	256	60%

<b>SEXUALITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Heterosexual/Straight	155	36%
Bi/Bisexual	2	0.4%
Gay man	0	0%
Gay woman/Lesbian	0	0%
Other	0	0%
Prefer not to answer / left blank	270	63%



## RESIDENT CONSULTEES RESPONDING

96 consultees took part in the consultation questionnaire.

The table below shows the profile of consultees responding to the consultation questionnaire only. The proportion who left this question blank or indicated they did not want to disclose this information has been included as applicable.

<b>RESPONDING AS...</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
As a parent or carer	78	81%
On behalf of a friend or relative	1	1%
Other Kent resident	8	8%
Other	9	9%
Prefer not to answer / left blank	0	0%

<b>AGE OF CHILDREN</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Child(ren) aged 0-5	12	13%
Child(ren) aged 5 and above	56	58%
Both	13	14%
Prefer not to answer / blank	15	16%

<b>HAVE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND / OR A DISABILITY (SEND)</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	64	79%
No	13	16%
Prefer not to answer / blank	4	5%

<b>HAVE CHILDREN WITH AN EDUCATION, HEALTH AND CARE PLAN (EHCP)</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	28	34%
No	52	64%
Prefer not to answer / blank	1	1%

<b>CHILD'S SCHOOL / SETTING RECEIVED SUPPORT FROM THE SPECIALIST TEACHING AND LEARNING SERVICE IN RELATION TO CHILD/REN IN THE LAST 12 MONTHS</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	45	56%
No	16	20%
Prefer not to answer / blank	20	25%

<b>DISTRICT LIVES IN</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Ashford	2	2%
Canterbury	8	8%
Dartford	0	0%
Dover	10	10%
Folkestone and Hythe	3	3%
Gravesham	7	7%
Maidstone	16	17%
Sevenoaks	4	4%
Swale	16	17%
Thanet	5	5%
Tonbridge and Malling	10	10%
Tunbridge Wells	15	16%
Prefer not to answer / left blank	0	0%

<b>GENDER</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Male	6	6%
Female	45	47%
Prefer not to answer / left blank	45	47%

<b>GENDER SAME AS BIRTH</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	50	52%
No	0	0%
Prefer not to answer / left blank	46	48%

<b>AGE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
0-15	0	0%
16-24	0	0%
25-34	6	6%
35-49	27	28%
50-59	8	8%
60-64	0	0%
65-74	5	5%
75-84	4	4%
85 & over	0	0%
Prefer not to answer / left blank	46	49%

<b>RELIGION / BELIEF</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	27	28%
- Christian	26	27%
- Hindu	0	0%
- Jewish	0	0%
- Muslim	1	1%
- Sikh	0	0%
- Other	0	0%
No	23	24%
Prefer not to answer / left blank	46	49%

<b>DISABILITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	7	7%
- Physical impairment	2	2%
- Sensory impairment (hearing, sight or both)	0	0%
- Longstanding illness or health condition, such as cancer, HIV/AIDS, heart disease, diabetes or epilepsy	3	3%
- Mental health condition	1	1%

<b>DISABILITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
- Learning disability	1	1%
- Other	2	2%
No	39	41%
Prefer not to answer / left blank	50	52%

<b>CARER</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Yes	30	31%
No	18	19%
Prefer not to answer / left blank	48	50%

<b>ETHNICITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
White English	41	43%
White Scottish	0	0%
White Welsh	0	0%
White Northern Irish	0	0%
White Irish	2	2%
White Irish Traveller	0	0%
Asian or Asian British Indian	0	0%
Asian or Asian British Pakistani	0	0%
Asian or Asian British Bangladeshi	0	0%
Mixed White & Black Caribbean	0	0%
Mixed White & Black African	0	0%
Mixed White & Asian	0	0%
Black or Black British Caribbean	0	0%
Black or Black British African	1	1%
Arab	0	0%
Chinese	1	1%
Other	5	5%
Prefer not to answer / left blank	46	48%

<b>SEXUALITY</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Heterosexual/Straight	45	47%
Bi/Bisexual	1	1%
Gay man	0	0%
Gay woman/Lesbian	0	0%
Other	0	0%
Prefer not to answer / left blank	50	52%

# EXECUTIVE SUMMARY

## SUMMARY OF PROFESSIONALS FEEDBACK

- 427 consultees took part in the consultation questionnaire. 48% support children aged 0-5 (48%) and 73% support children aged 5 and above. 42% work in an Early Years setting, 60% work in a primary education setting and 20% work in a secondary education setting. Of these, Primary School SENCOs are the highest single group of respondents.
- This group also includes responses from STLS which equates to 7% of the professional consultees taking part. The outcomes below include these responses. Consideration has been given throughout the report regarding the degree to which responses from this group impacts on the overall response rates.
- 64% agree there are gaps within the interventions and resources available to enable mainstream early year settings and schools to successfully support more children with SEND (33% strongly agree). The main gaps noted by consultees who agreed are gaps in health provision: SALT, OT, CAMHS, counselling, physiotherapy, SEND knowledge / insufficient SENCO training / no staff to train or support mainstream staff and general lack of funding, staff, support and resources.
- In the context of STLS support, 29% agree there are gaps in the support provided by district STLS to schools and settings in their district. The main concerns noted by consultees who agreed are STLS staff being understaffed / stretched, caseloads being too large / increasing and being underfunded.
- 13% agree there is duplication within the interventions and resources available to settings and schools from all providers including STLS.
- High proportions agree that the support provided by STLS enables their setting / school to meet the outcomes for children and young people identified within the Kent Children and Young People's Outcome Framework:
  - My learning (87%), My independence (86%), My voice (84%), My future (83%), My quality of life (81%), My community (77%), My safety (81%), My future (83%), My health (74%)
- Perceptions of STLS support provided to consultees are strong:
  - 92% agree STLS have the skills and knowledge to provide support across the broad range specified and complexity of need (74% strongly agree)
  - 83% agree that STLS has the flexibility to adapt support across the specified range and complexity of need (63% strongly agree)
  - 91% agree STLS has a positive impact on development and embedding of inclusive practice in their school / setting (77% strongly agree)
  - 90% agree STLS has an impact on upskilling their teaching workforce in relation to increasing their confidence and knowledge of supporting children with SEND (74% strongly agree)

- The main impacts of STLS support observed by consultees are the sharing of knowledge / strategies to use, input into plan reviews / measuring targets, school wide / individual training schemes, positive parent, pupil and staff feedback, improved staff confidence and children achieving targets / milestones / personal plans.
- 90% of consultees currently attend / access LIFT; 60% will continue to attend / access LIFT the same frequency as they currently do or more frequently when processes are changed.
- The main contributions identified by consultees to contribute to school-to-school collaborative approaches are their expert / specialist knowledge and joint / shared training / workshops. Significant proportions also commented that they do not want to see STLS support removed / they would like it to continue as it is and more specifically there are concerns about the future of the LIFT meetings.
- From a choice of three of the funding options presented - Option 1 (end service), Option 2 (service continuing to be funded by KCC from High Needs Block funding before money is allocated to communities for schools) and Option 4 (communities for schools to fund STLS from the High Needs Block funding), 81% selected Option 2. 14% selected Option 4 and 5% selected Option 1 as their preferred funding option.
- When asked to consider whether future funding options for Early Years should be considered independently of future funding options for school age STLS, views are polarising with 40% agreeing and 37% disagreeing.

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## SUMMARY OF RESIDENT FEEDBACK

- 96 consultees took part in the consultation questionnaire; 81% are parents or carers.
- 57% agree Early Years settings have access to the external services and support that they need to help them to support children with SEND in their settings; 24% disagree.
- 49% agree mainstream schools have access to the external services and support that they need to help them to support children with SEND in their settings; 35% disagree.
- High proportions agree that the support provided by STLS enables their child's school or Early Years setting to meet the outcomes for children and young people identified within the Kent Children and Young People's Outcome Framework:
  - My learning (75%), My independence (74%), My voice (69%), My future (71%), My quality of life (73%), My community (71%), My safety (72%), My future (71%), My health (69%)
- 75% agree the STLS advice and guidance provided by their child's school or early years setting has had a positive impact on how their child's classroom teacher has been able to support their SEND needs and enable them to remain in their mainstream setting.
- From a choice of three of the funding options presented - Option 1 (end service), Option 2 (service continuing to be funded by KCC from High Needs Block funding before money is allocated to communities for schools) and Option 4 (communities for schools to fund STLS

from the High Needs Block funding), 79% selected Option 2. 18% selected Option 4 and 3% selected Option 1 as their preferred option.

- When asked to consider whether future funding options for Early Years should be considered independently of future funding options for school age STLS, views are polarising with 39% agreeing and 31% disagreeing.

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## COMPARING PROFESSIONALS AND RESIDENT FEEDBACK

- Both professional and resident consultees agree that there are gaps within the interventions and resources available to enable mainstream early year settings and schools to successfully support more children with SEND (64% of professionals agree there are gaps; 57% of residents agree Early Years settings have access to the external services and support that they need to help them to support children with SEND / 49% agree mainstream schools have access to the external services and support that they need to help them to support children with SEND in their settings).
- High proportions of professional and resident consultees agreed the support provided by STLS enables settings / schools to meet the outcomes for children and young people identified within the Kent Children and Young People's Outcome Framework.
- Both professional and resident consultees are positive about the support provided by STLS (high agreement ratings amongst professionals for skills and knowledge, flexibility, development and embedding of inclusive practice in their school / setting and upskilling their teaching workforce and three quarters of residents agree the STLS advice and guidance provided by their child's school or early years setting has had a positive impact on how their child's classroom teacher has been able to support their SEND needs and enable them to remain in their mainstream setting).
- From a choice of three of the future funding options presented, the majority of professional and resident consultees selected Option 2 (service continuing to be funded by KCC from High Needs Block funding before money is allocated to communities for schools) as their preferred option.
- Response to whether future funding options for Early Years should be considered independently of future funding options for school age STLS is polarising amongst both professional and resident consultees (with broadly equal proportions agreeing and disagreeing).



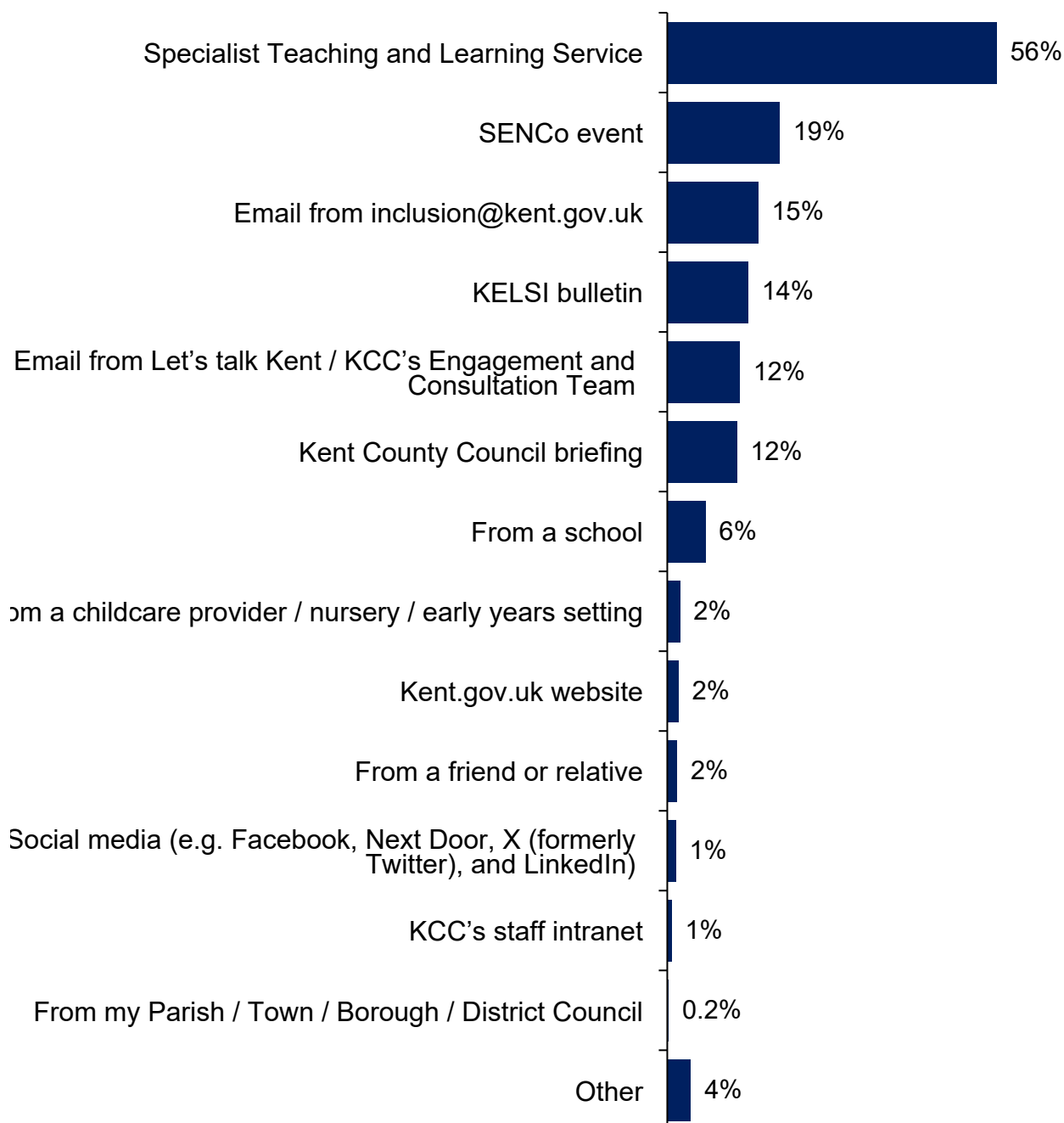
## PROFESSIONALS FEEDBACK

### CONSULTATION AWARENESS

- The most common route to finding out about the consultation is via the Specialist Teaching and Learning Service (56%).
- Just under one in five found out at a SENCo event (19%).
- Broadly equal proportions found out via email from inclusion@kent.gov.uk (15%), the KELSI bulletin (14%), via email from Let's talk Kent (12%) or via a Kent County Council briefing (12%).

#### How did you find out about this consultation?

Base: all answering (418), consultees had the option to select more than one response.



<b>SUPPORTING DATA</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Specialist Teaching and Learning Service	232	56%
SENCo event	79	19%
Email from inclusion@kent.gov.uk	64	15%
KELSI bulletin	57	14%
Email from Let's talk Kent / KCC's Engagement and Consultation Team	51	12%
Kent County Council briefing	49	12%
From a school	27	6%
From a childcare provider / nursery / early years setting	9	2%
Kent.gov.uk website	8	2%
From a friend or relative	7	2%
Social media (e.g. Facebook, Next Door, X (formerly Twitter), and LinkedIn)	6	1%
KCC's staff intranet	3	1%
From my Parish / Town / Borough / District Council	1	0.2%
Other	15	4%

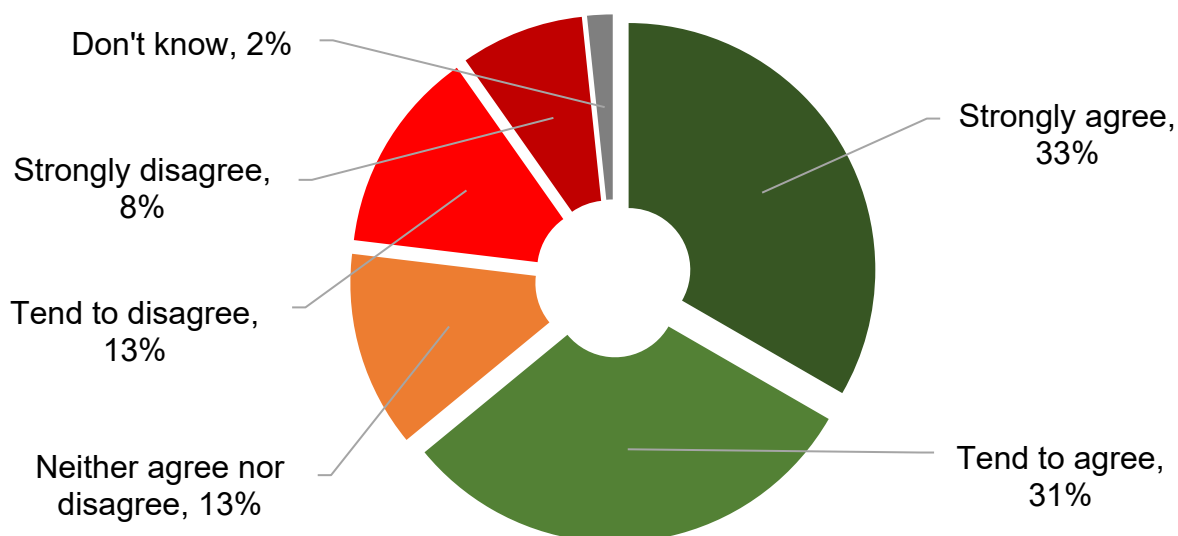
## PROFESSIONALS FEEDBACK

### CONSULTATION RESPONSE – UNDERSTANDING HOW STLS MAY FIT WITHIN NEW WAYS OF WORKING

#### UNDERSTANDING GAPS IN INTERVENTIONS AND RESOURCES AVAILABLE TO ENABLE MAINSTREAM TO SUCCESSFULLY SUPPORT MORE CHILDREN WITH SEND

- Just under two thirds (64%) agree there are gaps within the interventions and resources available to enable mainstream early year settings and schools to successfully support more children with SEND.
- Just over in five (21%) disagree there are such gaps. 13% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a consistent agreement pattern; 64% agree and 21% disagree.

**To what extent do you agree or disagree that there are gaps within the interventions and resources available to enable mainstream early years settings and schools to successfully support more children with SEND in your district? Base: all answering (420)**



SUPPORTING DATA TABLE	Number of consultees answering	% of consultees answering
Net: Agree	269	64%
Net: Disagree	90	21%
Strongly agree	140	33%
Tend to agree	129	31%
Neither agree nor disagree	54	13%
Tend to disagree	56	13%
Strongly disagree	34	8%
Don't know	7	2%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role. Agreement is higher amongst consultees who work in a primary education setting, consultees responding as a School Headteacher / Senior Leader and consultees responsible for SEN / Inclusion budgets. Agreement is lower amongst consultees providing a response of an organisation / group / business, consultees who work in an Early Years education setting and consultees responding as a Nursery Manager / Owner.

	Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>		
A professional employed to work in or responsible for a mainstream educational setting	66%	19%
A professional employed to provide support to children in mainstream education settings	67%	26%
Official response of an organisation, group or business	58%	29%
<b>EDUCATION SETTING SUBGROUPS</b>		
Work in an Early Years education setting	54%	32%
Work in primary education setting	72%	17%
Work in a secondary education setting	64%	19%
<b>JOB ROLE SUBGROUPS</b>		
Nursery Manager / Owner	43%	31%
School Headteacher / Senior Leader	74%	12%
SENCO / Inclusion Leader	65%	22%
Classroom Teacher	59%	9%
Specialist Teacher (from Specialist Teaching and Learning Service)	61%	29%

## COMMENTS ON PERCEIVED GAPS IN INTERVENTIONS AND RESOURCES AVAILABLE TO ENABLE MAINSTREAM EARLY YEARS SETTINGS AND SCHOOLS TO SUCCESSFULLY SUPPORT MORE CHILDREN WITH SEND

- Consultees were asked to explain what the gaps are perceived to be, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- 91% of consultees who answered 'strongly agree' or 'tend to agree' provided a comment at this question.
- 28% of consultees answering commented on the service delivered by STLS being reliable, knowledgeable / responsive / vital.
- 24% of consultees noted gaps in health provision in terms of SALT, OT, CAMHS, counselling and physiotherapy (with many of these consultees noted at least one of these in their response).
- 22% of consultees commented that SEND knowledge / SENCO training is insufficient / there is no staff to train or support mainstream staff.
- Around one in five consultees answering commented on a general lack of funding, lack of support and lack of resource. 22% of consultees commented on an increasing number of SEND pupils in mainstream settings.

### If you have answered 'strongly agree' or 'tend to agree, please tell us what these gaps are?

Base: all answering (246)

	Number of consultees answering	% of consultees answering
STLS is (the only) good service / reliable / knowledgeable / responsive / vital	69	28%
Gaps in health provision: SALT, OT, CAMHS, counselling, physiotherapy	59	24%
Lack of funding (generally / unspecified)	54	22%
SEND knowledge / SENCO training is insufficient / no staff to train or support mainstream staff	54	22%
Lack of staff (generally / unspecified)	49	20%
Increasing number of SEND pupils in mainstream settings (primary and secondary)	48	20%
Lack of support (generally / unspecified)	48	20%
Lack of resource (generally / unspecified)	34	14%
Schools are under pressure	29	12%
Lack of funding for practical resources / adaptations / environment	24	10%

	Number of consultees answering	% of consultees answering
Everyone is stretched / nobody has time	21	9%
STLS are overrun	18	7%
Long wait lists for assessments / assessments should be made earlier	16	7%
Lack of specialist provision places	15	6%
Lack of joined up thinking between services and agencies, education and health	15	6%
Long wait lists for support (generally)	15	6%
Lack of interventions	12	5%
Lack of HNF / funding to train / upskill staff	11	4%
Lack of educational psychologists	10	4%
Too much variation from district to district / region to region	10	4%
Long wait lists for referrals	10	4%
Long wait lists for SEMH	10	4%
Lack of support for interventions	9	4%
Lack of support for parents	7	3%
Lack of time to release staff for SEND training	5	2%

Some example verbatims supporting the theme of health provision gaps: SALT, OT, CAMHS, counselling, physiotherapy can be found below:

**“Access to therapies particularly Speech and Language. Children are being 'closed' despite schools asking for support. We want to support our complex young people, but we cannot access the specialists (for example; Speech and Language therapists, OTs) to help us do this unless we fund this privately as a school (and with diminishing budgets this will become less likely) or some families funding privately themselves resulting in a lack of equity.”**

**“Access to health services, such as Speech and Language, Occupational Therapy (to support children with sensory needs), physiotherapy, dieticians and CAHMS. Incredibly long waiting lists for ASD and ADHD assessments with paediatricians. Until health is more present within the support services, any model is less likely to have impact.”**

**“Access to other health care professionals (SALT, OT, Counselling, CAMHS) for advice on meeting children's needs within a mainstream setting. It is hard to get hold of them and the length of time and the requirements to get them to engage takes too long. Schools are expected to run programmes with little or no training.”**

Some example verbatims supporting the key theme of SEND knowledge / SENCO training being insufficient / there is no staff to train or support mainstream staff can be found below:

**“There are not enough specialist teachers to support and train the staff at school considering the significant needs in mainstream schools. STLS provide most of that support but are stretched already and this will only get worse if STLS do not exist the gaps will widen further.”**

**“There are many school aged children with SEN on reduced timetables in mainstream schools. Resources that schools have access to within their classrooms are likely not to be appropriate for SEN children with a high level of need who are presenting with delay in their development profile. The strategies and interventions required to support either the provision within their EHCP targets or a differentiated curriculum to meet their current levels can be beyond a teacher and TAs current knowledge. Training which already comes from STLS can be invaluable in supporting schools to understand how to implement strategies and interventions required.”**

**“There is a growing complexity and volume of need in mainstream provisions. This is stretching school and setting resources (both physical and financial), and staff do not have the training for this level of need. This is resulting in growing staff retainment and recruitment issues, Reduced Timetables for pupils and schools and settings feeling like they are in crisis.”**

Some example verbatims supporting the themes of general lack of funding, lack of support and lack of resource can be found below:

**“There are long periods of time where we feel we do not receive support. More regular contact with specialists e.g. SENIF practitioner would be more beneficial and give more confidence to staff. There are gaps in resources because we cannot afford to buy many resources e.g. you can only access DAF funding if a child receives DLA. It has not always been possible to access speech and language resources when we need to create communication boards etc. As a very small pre-school we do not have the printing and software resources.”**

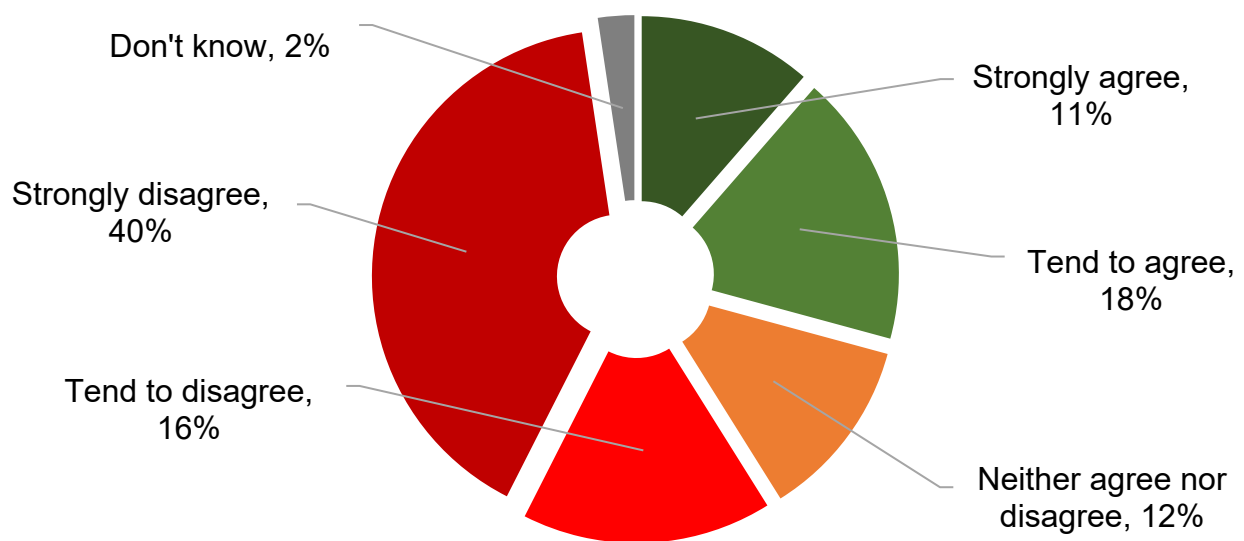
**“A lot of children we support in mainstream are no longer seen to be suitable for mainstream, however, they often require an intense level of support, with some requiring 1:1 TAs. From the continuum of need and provision work, we are also going to start to be expected to take children with more complex medical needs, which we do not have health suites for. A lot of what we are asked to provide will not come with any extra funding and so this impacts the education of not only the child with SEN, but of the whole school.”**

**“The increase in need means it has been getting more difficult to access support. Long waiting lists and cuts in services are having a detrimental impact on our children.”**

## UNDERSTANDING GAPS IN SUPPORT PROVIDED BY DISTRICT STLS TO SCHOOLS AND SETTINGS

- Just under three in ten (29%) agree there are gaps in the support provided by district STLS to schools and settings in their district.
- Nearly six in ten (57%) disagree there are such gaps. 12% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a consistent agreement pattern; 29% agree and 56% disagree.

**To what extent do you agree or disagree that there are gaps in the support provided by district STLS to schools and settings in your district? Base: all answering (420)**



SUPPORTING DATA TABLE	Number of consultees answering	% of consultees answering
Net: Agree	123	29%
Net: Disagree	238	57%
Strongly agree	48	11%
Tend to agree	75	18%
Neither agree nor disagree	50	12%
Tend to disagree	69	16%
Strongly disagree	169	40%
Don't know	10	2%



The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role.. Agreement is lower amongst consultees responding as a professional employed to work in or responsible for a mainstream educational setting and consultees responding as a SENCo / Inclusion Leader.

	Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>		
A professional employed to work in or responsible for a mainstream educational setting	27%	57%
A professional employed to provide support to children in mainstream education settings	33%	55%
Official response of an organisation, group or business	46%	46%
<b>EDUCATION SETTING SUBGROUPS</b>		
Work in an Early Years education setting	28%	55%
Work in primary education setting	31%	59%
Work in a secondary education setting	32%	55%
<b>JOB ROLE SUBGROUPS</b>		
Nursery Manager / Owner	24%	48%
School Headteacher / Senior Leader	33%	52%
SENCO / Inclusion Leader	24%	66%
Classroom Teacher	27%	64%
Specialist Teacher (from Specialist Teaching and Learning Service)	32%	61%

## COMMENTS ON PERCEIVED GAPS IN SUPPORT PROVIDED BY DISTRICT STLS TO SCHOOLS AND SETTINGS

- Consultees were asked to explain what the gaps are perceived to be, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- 91% of consultees who answered 'strongly agree' or 'tend to agree' provided a comment at this question.
- The most common theme noted by consultees answering is a perception that STLS are understaffed / stretched (43 of consultees answering). 32% of consultees commented they believe STLS caseloads are too large / increasing / at a time when more pupils with SEND are in mainstream settings.

- 22% of consultees commented that STLS are underfunded / they haven't had an increase in budget in 12 years.
- 19% of consultees reference less frequent visits with long waits in between. 13% believe there will be greater gaps if STLS did not exist.

**If you have answered 'strongly agree' or 'tend to agree, please tell us what these gaps are?**

Base: all answering (112)

	Number of consultees answering	% of consultees answering
STLS are understaffed / stretched	48	43%
STLS caseloads are too large / have increased / at a time when more pupils with SEND are in mainstream settings	36	32%
STLS are invaluable / do a great job	28	25%
STLS are underfunded / no increase in budget in years	25	22%
Visits are less and less frequent / with long waits between	21	19%
There will be greater gaps (unspecified) if STLS did not exist	15	13%
Lack of long-term support / only the initial short visit and default / generic advice	14	13%
There is a lack of specialist teachers / support	13	12%
There will be more suspensions / exclusions / more children unsupported if STLS did not exist	12	11%
STLS cannot back fill when staff are absent through illness or leave	11	10%
STLS are taking on fewer cases	9	8%
Recommendations for interventions which mainstream schools cannot support / based on adults being able to deliver / some interventions have short time spans leaving times where we don't know how to support children	9	8%
More training and support for SENCOs needed, thus enabling them to have more confidence and be trusted to make decisions	8	7%
No unifying leadership / services aren't joined up / passed around / conflicting advice	6	5%
Only the most severe cases are taken on, leaving other children unsupported	4	4%
Support is weighted towards primary schools / more secondary expertise is needed	4	4%
Lack of direct family support, in collaboration with schools	4	4%
Some STLS teams work with the local authority / some work against	4	4%

	Number of consultees answering	% of consultees answering
Some districts have one specialist support worker / some more	3	3%
Some districts provide more training than others	2	2%

Some example verbatims supporting the theme of STLS being understaffed / stretched and less frequent visits / long waits between can be found below:

**“As demand for support has grown, the budget for STLS has shrunk and frequency of visits from ST has decreased. The support available is superb, the ST are overstretched and cannot get to us enough.”**

**“STLS do a wonderful job in supporting children in mainstream settings but unfortunately due to previous cuts it has left the service extremely stretched, therefore leaving STLS with extremely high caseloads and consequently children not being able to receive the level of support they need.”**

**“The only reason there are gaps in the support is due to how stretched Kent have made the team. They have reduced their team already and removed necessary members of the team making it hard for them to give us enough time.”**

**“We do not get enough visits as it is as they are already stretched, we are already waiting weeks for a visit after lift meeting rarely return for second visit. We need more support Preschools shouldn't be left to pick up the pieces.”**

Some example verbatims supporting the theme of STLS caseloads being too large / increasing / at a time when more pupils with SEND are in mainstream settings can be found below:

**“STLS caseloads are heavier than ever and as the need is so high only the most severe cases are now able to access support; this is not how it was 4+ years ago. I feel many SEN Support children are missing out on support, especially those who are not a behaviour concern.”**

**“They do their best but with high caseloads they are not always able to allocate teachers to support pupils with high levels of need on a longer-term basis. They may make advisory one-off visits but often this is not enough. STLS provide some informal supervision and have had some SENCO wellbeing projects which have been well received and valuable, but they don't have the capacity for more formal SENCO supervision, which would be very useful. I would love educational psychologists to be attached to STLS teams and work in a similar way to the specialist teachers. Otherwise accessing their support is costly.”**

**“The STLS have also had to reduce the number of staff, just as the numbers of SEND children are increasing. They are trying their best and have streamlined their services as much as they can, there just aren't enough of them to go around.”**

Some example verbatims supporting the theme of STLS being underfunded / no observed increases in budget for years can be found below:

**“They are a very stretched service that is in high demand, and they physically cannot provide everything, but they try. They have demand from other stake holders such as the KCC on their time that impact on how long they can spend on helping schools support children. They have been under funded for years which will mean there are gaps.”**

**“There are some gaps in some areas of Kent largely due to STLS staff absence and lack of funding (which I understand has not been increased for a long time, despite the growing SEN needs seen in Kent). Other than this, STLS provide excellent support to schools, offering advice quickly (through clinics/email/phone) where other services cannot offer this. This is particularly the case when pupils are at risk of suspension. There is no other support immediately at hand for school staff.”**

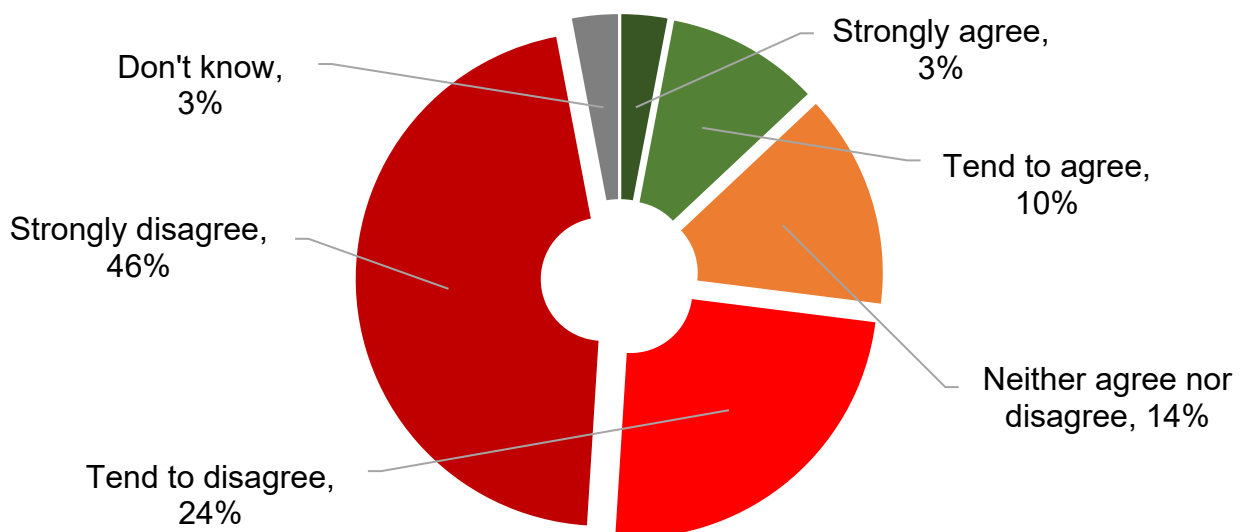
**“The main gap is of capacity - there is not enough STLS support to go around. STLS have worked with schools to identify need and align their support accordingly. STLS have adapted to focus increasingly on working with teachers to build capacity. Because the service is so lean due to no increase in funding for 12 years, there is no capacity for back-up in cases of specific urgent need, or staff absence Will create a gap if STLS are not available.”**

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**UNDERSTANDING DUPLICATION WITHIN INTERVENTIONS AND RESOURCES AVAILABLE TO SETTINGS AND SCHOOLS FROM ALL PROVIDERS (INCLUDING STLS)**

- Just over one in ten (13%) agree there is duplication within the interventions and resources available to settings and schools from all providers including STLS.
- Seven in ten (70%) disagree there are such duplication. 14% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a broadly consistent agreement pattern; 12% agree and 70% disagree.

**To what extent do you agree or disagree that there is duplication within the interventions and resources available to settings and schools from all providers including STLS? Base: all answering (421)**



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	54	13%
Net: Disagree	293	70%
Strongly agree	13	3%
Tend to agree	41	10%
Neither agree nor disagree	61	14%
Tend to disagree	99	24%
Strongly disagree	194	46%
Don't know	13	3%

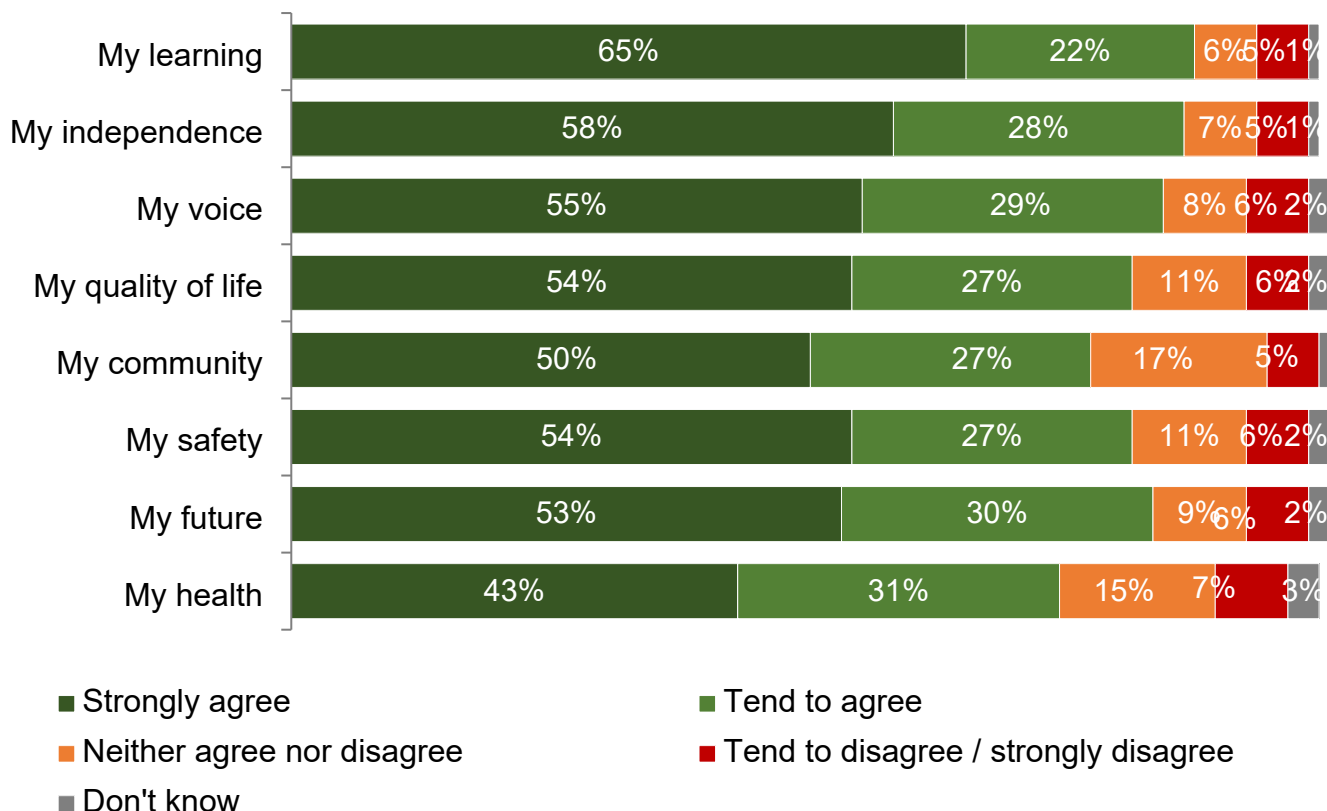
The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role.. Agreement is higher amongst consultees who work in a secondary education setting and consultees responding as a Specialist Teacher. Agreement is lower amongst consultees who are professionals employed to work in or responsible for a mainstream education setting, consultees who work in an Early Years education or primary education setting and consultees responding as a Senior Headteacher / Senior Leader or SENCO / Inclusion Leader.

	Agree %	Disagree %
<b>TYPE OF CONSULTTEE SUBGROUPS</b>		
A professional employed to work in or responsible for a mainstream educational setting	7%	74%
A professional employed to provide support to children in mainstream education settings	27%	58%
Official response of an organisation, group or business	17%	58%
<b>EDUCATION SETTING SUBGROUPS</b>		
Work in an Early Years education setting	16%	60%
Work in primary education setting	12%	74%
Work in a secondary education setting	24%	65%
<b>JOB ROLE SUBGROUPS</b>		
Nursery Manager / Owner	12%	57%
School Headteacher / Senior Leader	6%	76%
SENCO / Inclusion Leader	7%	76%
Classroom Teacher	23%	68%
Specialist Teacher (from Specialist Teaching and Learning Service)	29%	61%

## PERCEPTIONS OF STLS SUPPORT ENABLING ATTAINMENT OF CHILDREN AND YOUNG PEOPLE OUTCOMES

- High agreement proportions are observed for all of the outcomes, but notably for learning (87%), independence (86%), voice (84%) and future (83%).
- Whilst high, agreement proportions are comparably lower in the context of health (74% agree, 43% strongly agree).
- There are no significant differences in response by consultee subgroup, e.g. education setting, role or by responsibility for SEN / Inclusion budget.

**To what extent do you agree or disagree that the support provided by STLS enables your setting or school to meet the outcomes for children and young people identified within the Kent Children and Young People’s Outcome Framework, building independence and enabling more children to remain in mainstream settings? Base: all answering (416-420)**



SUPPORTING DATA TABLE	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree / strongly disagree	Don't know
My learning	65%	22%	6%	5%	1%
My independence	58%	28%	7%	5%	1%
My voice	55%	29%	8%	6%	2%
My quality of life	54%	27%	11%	6%	2%

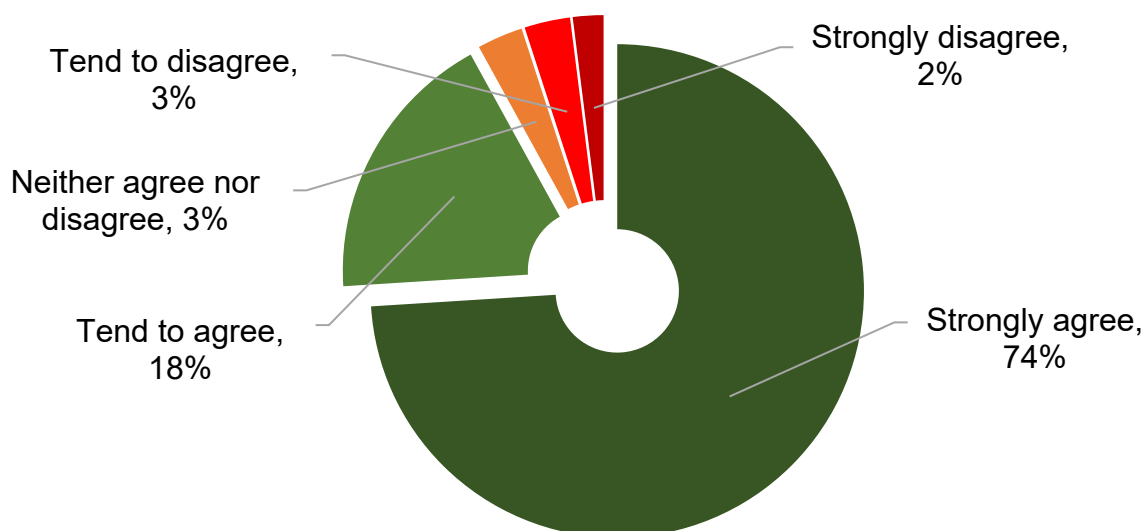
<b>SUPPORTING DATA TABLE</b>	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree / strongly disagree</b>	<b>Don't know</b>
My community	50%	27%	17%	5%	2%
My safety	54%	27%	11%	6%	2%
My future	53%	30%	9%	6%	2%
My health	43%	31%	15%	7%	3%



**PERCEPTION OF STLS HAVING THE SKILLS AND KNOWLEDGE TO PROVIDE SUPPORT ACROSS BROAD RANGE AND COMPLEXITY OF NEED**

- The vast majority agree (92%) that STLS have the skills and knowledge to provide support across the broad range specified and complexity of need. Strength of agreement is high with 74% strongly agreeing.
- Only 5% disagree STLS have such skills and knowledge. 3% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a broadly consistent agreement pattern; 92% agree (72% strongly agree) and 5% disagree.

**To what extent do you agree or disagree that STLS have the skills and knowledge to provide support across this broad range and complexity of need? Base: all answering (422)**



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	390	92%
Net: Disagree	19	5%
Strongly agree	312	74%
Tend to agree	78	18%
Neither agree nor disagree	11	3%
Tend to disagree	11	3%
Strongly disagree	8	2%
Don't know	2	0%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role.

These include percentage of respondents Strongly Agreeing, a net figure for respondents agreeing (including Agree and Strongly Agree) and Disagree. This breakdown has been included as some differences in responses between subgroups were not apparent at a 'net' level but were at the extreme end of the scale, i.e. strongly agree.

This can be seen below where the proportion strongly agreeing is higher amongst consultees responding as a SENCO / Inclusion Leader. The proportion strongly agreeing is lower amongst consultees responding as an organisation / group / business, consultees responding as a Nursery Manager / Owner and consultees working in Canterbury, Dover, Maidstone, Sevenoaks, Tonbridge and Malling and Tunbridge Wells.

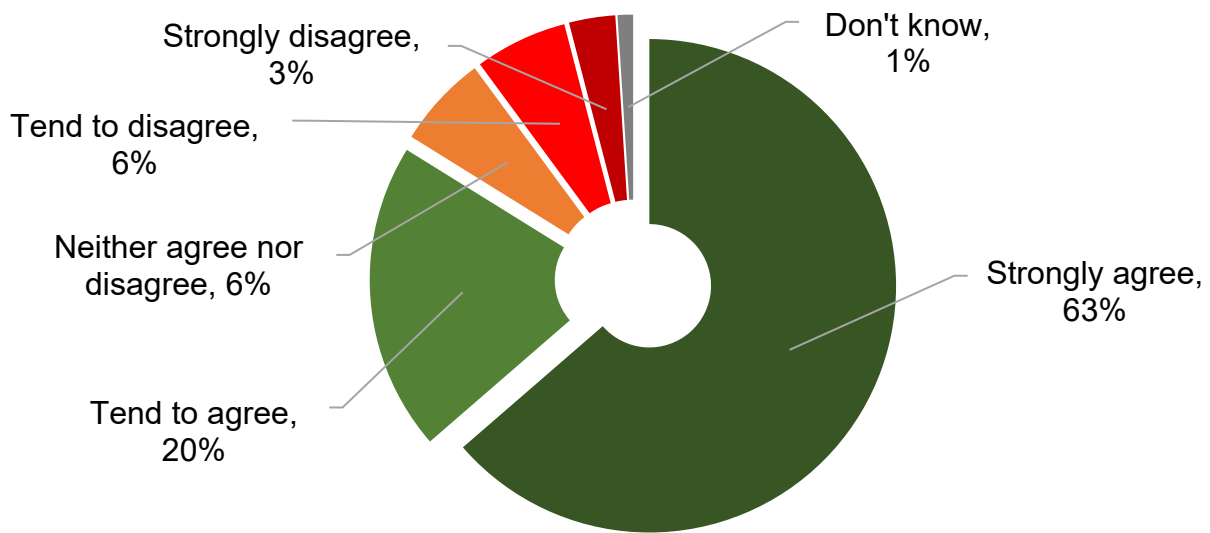
	Strongly Agree %	Net Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>			
A professional employed to work in or responsible for a mainstream educational setting	74%	93%	4%
A professional employed to provide support to children in mainstream education settings	75%	95%	4%
Official response of an organisation, group or business	68%	92%	4%
<b>EDUCATION SETTING SUBGROUPS</b>			
Work in an Early Years education setting	72%	93%	3%
Work in primary education setting	77%	95%	5%
Work in a secondary education setting	71%	88%	5%
<b>JOB ROLE SUBGROUPS</b>			
Nursery Manager / Owner	59%	88%	2%
School Headteacher / Senior Leader	69%	93%	6%
SENCO / Inclusion Leader	79%	95%	3%
Classroom Teacher	91%	91%	9%
Specialist Teacher (from Specialist Teaching and Learning Service)	94%	97%	3%
<b>DISTRICT OF WORK</b>			
Ashford	67%	89%	11%
Canterbury	54%	76%	20%
Dartford	59%	81%	11%
Dover	53%	83%	13%
Folkestone and Hythe	64%	88%	12%
Gravesham	83%	94%	2%

Maidstone	57%	92%	5%
Sevenoaks	52%	85%	12%
Swale	66%	89%	11%
<b>DISTRICT OF WORK</b>			
Thanet	81%	99%	1%
Tonbridge and Malling	61%	91%	7%
Tunbridge Wells	46%	85%	10%

**PERCEPTION OF STLS HAVING THE FLEXIBILITY TO ADAPT SUPPORT ACROSS RANGE AND COMPLEXITY OF NEED**

- The majority agree (83%) that STLS has the flexibility to adapt support across the specified range and complexity of need. Strength of agreement is high with 63% strongly agreeing.
- Only 10% disagree STLS has such flexibility. 6% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a broadly consistent agreement pattern; 82% agree (61% strongly agree) and 10% disagree.

**To what extent do you agree or disagree that STLS has the flexibility to adapt support across this range and complexity of need? Base: all answering (421)**



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	351	83%
Net: Disagree	41	10%
Strongly agree	265	63%
Tend to agree	86	20%
Neither agree nor disagree	25	6%
Tend to disagree	27	6%
Strongly disagree	14	3%
Don't know	4	1%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role. Agreement is higher amongst consultees who work in a primary education setting and consultees responding as a SENCO / Inclusion Leader or Specialist Teacher. Agreement is lower amongst consultees responding as an organisation / group / business, consultees responding as a Nursery Manager / Owner and consultees working in Canterbury, Dover, Folkestone and Hythe, Maidstone, Sevenoaks, Tonbridge and Malling and Tunbridge Wells.

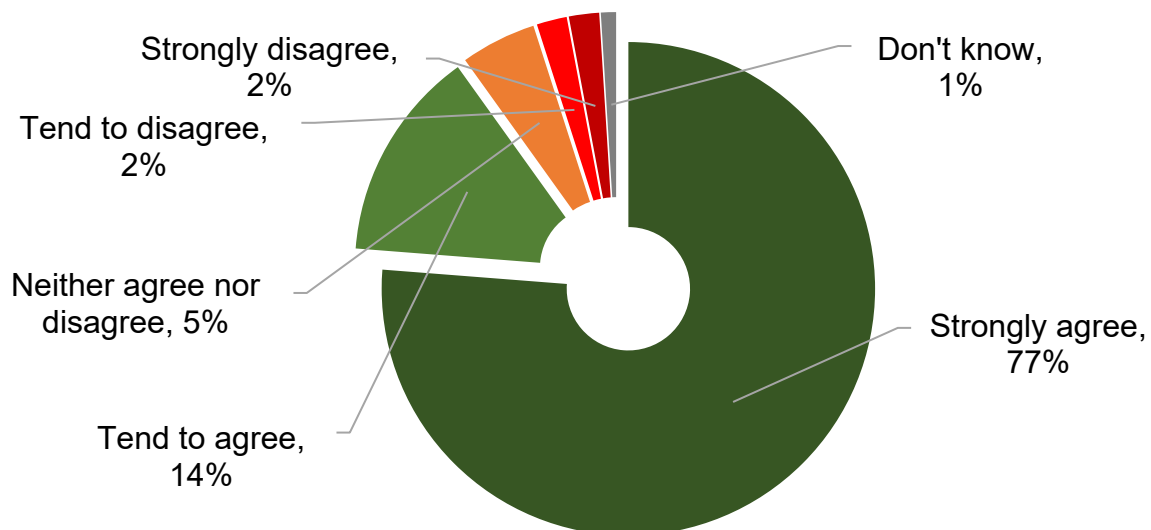
	Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>		
A professional employed to work in or responsible for a mainstream educational setting	83%	9%
A professional employed to provide support to children in mainstream education settings	91%	5%
Official response of an organisation, group or business	64%	24%
<b>EDUCATION SETTING SUBGROUPS</b>		
Work in an Early Years education setting	82%	10%
Work in primary education setting	88%	6%
Work in a secondary education setting	85%	12%
<b>JOB ROLE SUBGROUPS</b>		
Nursery Manager / Owner	68%	17%
School Headteacher / Senior Leader	78%	13%
SENCO / Inclusion Leader	88%	7%
Classroom Teacher	91%	9%
Specialist Teacher (from Specialist Teaching and Learning Service)	97%	3%
<b>DISTRICT OF WORK</b>		
Ashford	71%	20%
Canterbury	66%	24%
Dartford	59%	26%
Dover	70%	23%
Folkestone and Hythe	67%	21%
Gravesham	83%	9%
Maidstone	69%	23%
Sevenoaks	64%	27%
Swale	82%	16%
Thanet	92%	6%

<b>DISTRICT OF WORK</b>		
Tonbridge and Malling	73%	18%
Tunbridge Wells	64%	23%

**PERCEPTION OF STLS HAVING A POSITIVE IMPACT ON DEVELOPMENT AND EMBEDDING OF INCLUSIVE PRACTICE IN SCHOOL / SETTING**

- The vast majority agree (91%) that STLS has a positive impact on development and embedding of inclusive practice in their school / setting. Strength of agreement is high with 77% strongly agreeing.
- Only 3% disagree STLS has this positive impact. 5% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a consistent agreement pattern; 91% agree (61% strongly agree) and 3% disagree.

**To what extent do you agree or disagree that STLS has a positive impact on development and embedding of inclusive practice in your school / setting? Base: all answering (395)**



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	360	91%
Net: Disagree	13	3%
Strongly agree	303	77%
Tend to agree	57	14%
Neither agree nor disagree	20	5%
Tend to disagree	6	2%
Strongly disagree	7	2%
Don't know	2	1%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role.. The proportion strongly agreeing is higher amongst consultees who work in a primary secondary education setting. The proportion strongly agreeing is lower amongst consultees responding as an organisation / group / business.

	Strongly Agree %	Net Agree %	Disagree %
<b>TYPE OF CONSULTÉE SUBGROUPS</b>			
A professional employed to work in or responsible for a mainstream educational setting	76%	93%	2%
A professional employed to provide support to children in mainstream education settings	82%	90%	5%
Official response of an organisation, group or business	65%	87%	0%
<b>EDUCATION SETTING SUBGROUPS</b>			
Work in an Early Years education setting	72%	91%	2%
Work in primary education setting	82%	92%	4%
Work in a secondary education setting	71%	88%	3%
<b>JOB ROLE SUBGROUPS</b>			
Nursery Manager / Owner	65%	85%	3%
School Headteacher / Senior Leader	72%	91%	6%
SENCO / Inclusion Leader	79%	93%	2%
Classroom Teacher	86%	91%	5%
Specialist Teacher (from Specialist Teaching and Learning Service)	91%	96%	0%



## EXAMPLES OF HOW SCHOOL / SETTING MEASURE THE IMPACT OF EMBEDDED INCLUSIVE PRACTICE IN SCHOOL / SETTING

- Consultees were asked to provide examples of how you (as a school/setting) measure the impact of embedded inclusive practice in your school / setting, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- 71% of consultees provided a comment at this question.
- 39% of consultees answering commented on the knowledge and strategies that STLS have provided them / the help they given the school as a whole.
- 36% of consultees specifically referenced impact in reviewing plans / Personal Learning Plans / measuring success towards targets and planned outcomes.
- 30% of consultees referenced the training provided by STLS (either school wide or specific training).
- For some, impact is observed in via parent (18%), pupil (17%) and staff (8%) feedback.
- A proportion have also observed fewer suspensions (16%), improved attendance levels (13%) and improvements in teacher confidence / morale / retention (11%).

**Please provide examples of how you (as a school/setting) measure the impact of embedded inclusive practice in your school / setting** Base: all answering (303)

	Number of consultees answering	% of consultees answering
STLS providing us with knowledge and strategies / with help across the board	118	39%
Reviewing plans / Personal Learning Plans / success towards targets and planned outcomes / SMART	110	36%
Whole staff / whole school training / specific training provided by STLS	92	30%
Observations in setting / ensuring staff implementing practices / training / Learning Walks	61	20%
Parent Voice / feedback from parents / parent surveys / parent evenings	56	18%
Ensuring all children are included / inclusive environment	53	17%
Reviewing children's academic progress / access to learning / access to curriculum	53	17%
Pupil Voice / pupil surveys / pupil feedback, including their wellbeing	51	17%
Fewer suspensions	48	16%
Improvement in attendance levels	40	13%
Teacher confidence / morale / retention improved	34	11%

	Number of consultees answering	% of consultees answering
Staff Voice / feedback from staff / staff meetings	23	8%
Children gaining independence and not needing 1:1 support	21	7%
Toolkits / assessments kits / tracker monitoring (e.g. from STLS)	20	7%
Audits / reviews, including EHCP and SEND reviews	16	5%
Successful integration in setting / avoided specialist setting	15	5%
Specific frameworks, e.g. Award in Education and Training / Development Matters	13	4%
Boxall scores	11	4%
LIFT meetings	11	4%
Annual review meetings	10	3%
Introducing THRIVE into the school	9	3%
Nurture	8	3%
Small Steps targets	7	2%

Some example verbatims supporting the theme of STLS providing knowledge and strategies can be found below:

**“Strategies and training suggested and delivered by STLS has enables us to support children who otherwise may have needed an EHCP and specialist provision within the school. They have supported in the creation of bespoke curriculum, establishing nurture spaces and meeting the SEMH needs of children. They have supported in challenging meetings with parents resulting in behaviour changes from parents and reduced instances of suspension and part time timetables.”**

**“STLS have trained all staff on a range of topics including Autism, de-escalation strategies, PDA, ACES and trauma etc Giving staff tools and strategies to enable children to be more independent and have better life chances. They work well with parents and carers to reduce school refusal and give schools strategies to help the children. More staff are confident to teach dis regulated children. They are more confident to support children with higher levels of need. Reduces the fixed term exclusions. We use Boxhall Profile to measure the embedded practice. Nurture UK and Balance system audits also measure inclusive practice.”**

**“The STLS have a wealth of knowledge that we as a setting use on a daily basis. They help us massively by getting us to look at a child's needs in a different way. As all children are different the same applies to children with SEN. The STLS give us a variety of different tools to do this.”**

Some example verbatims supporting the theme of reviewing plans / Personal Learning Plans / measuring success towards targets and planned outcomes can be found below:

**“For every child who is open to STLS or for who we have accessed surgeries, we have utilised the advice from the STLS teachers. This can be visible through movement towards each child making progress on their targets on their personalised plans (both small steps linked to any interventions or their overall longer term targets using resources and strategies advised.) Evidence of inclusive practice is also visible through monitoring and learning walks, as well as tangible through professional discussions.”**

**“We measure the impact of intervention and support on all areas of SEN through things like attendance data and progress. Wherever the STLS is used to support a child, this forms part of the assess-plan-do-review cycle, and all the support and strategies we access through STLS will be reviewed for impact accordingly. I can categorically state that in the last year alone, work with STLS has contributed significantly to us keeping three students in our mainstream setting rather than us deciding that we are unable to meet need, and seeking to secure a specialist placement for said children.”**

**“The STLS has supported our setting for many years and upskilled SENCOs and Early Years Practitioners to embed inclusive practice in our setting. We measure the impact of our inclusive practice with our children through their personalised plan targets which measure the success and if they are making progress. These are reviewed with the specialist teachers who are able to support us to identify SMART steps for that child to succeed and reach their full potential.”**

Some example verbatims supporting the key themes of feedback and improvements to pupils / teachers' wellbeing can be found below:

**“Staff retention and improved wellbeing - staff are at breaking point, TAs are low paid and working conditions can be poor being at risk of violence, aggression and anti-social behaviour. STLS has helped us to retain highly skilled members of staff who are key to our SEN pupils. Parent wellbeing and understanding. - STLS have met with parents to help us explain the best ways to help and support their child. This has vastly improved relationships with parents and ultimately outcomes for children.”**

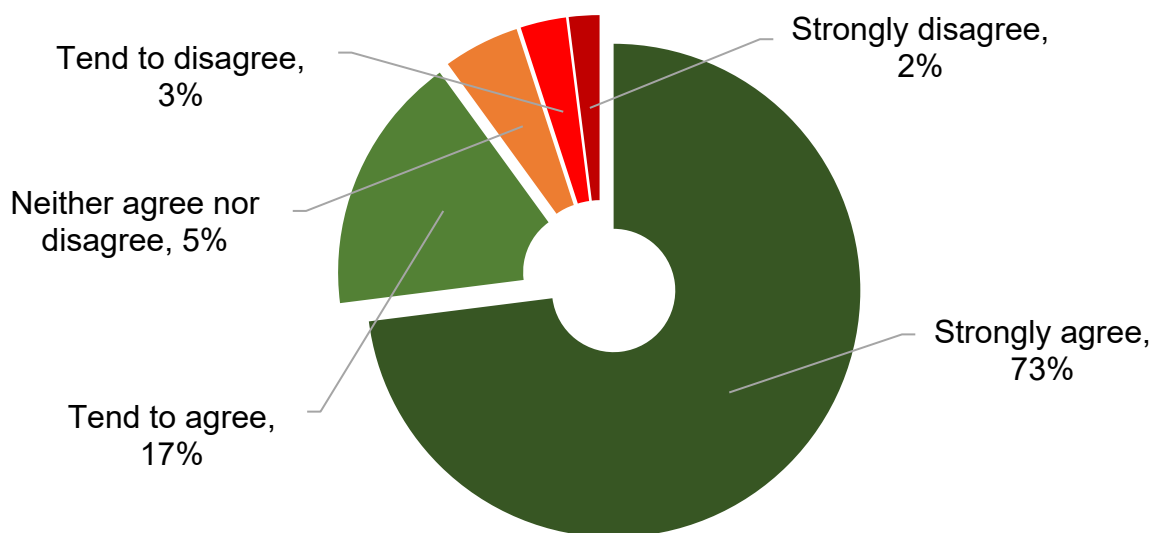
**“STLS have provided training for all our staff on a wide range of Inclusion. Because of this we have many children with complex needs making good progress within our school. STLS are always at the end of the phone or email with helps and advice. They are champions for Inclusion and ensuring schools can support as many children as possible. The measure of success of this is seen around our school. It does not need to be academic - children included within school and happy is a clearer measure.”**

**“Whenever advice, recommendations or training is provided we review the school the direct impact that this has had on meeting the young people's needs within the mainstream settings. This would include observations, student progress, speaking with the young people and seeing what changes the school have implemented to ensure that young people with SEND are engaged and can access learning and their school community.”**

**PERCEPTION OF STLS HAVING AN IMPACT ON UPSKILLING TEACHING WORKFORCE WITHIN SETTING / SCHOOL, SPECIFICALLY IN INCREASING CONFIDENCE AND KNOWLEDGE OF SUPPORTING CHILDREN WITH SEND**

- The vast majority agree (90%) that STLS has an impact on upskilling their teaching workforce in relation to increasing their confidence and knowledge of supporting children with SEND. Strength of agreement is higher with 74% strongly agreeing.
- Only 5% disagree STLS has such impact. 5% neither agree nor disagree.
- Filtering out the 31 responses from STLS specialist teachers results in a consistent agreement pattern; 90% agree (72% strongly agree) and 5% disagree.

**To what extent do you agree or disagree that STLS has an impact on upskilling the teaching workforce within your setting / school, specifically in relation to increasing their confidence and knowledge of supporting children with SEND? Base: all answering (395)**



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	355	90%
Net: Disagree	19	5%
Strongly agree	287	73%
Tend to agree	68	17%
Neither agree nor disagree	20	5%
Tend to disagree	12	3%
Strongly disagree	7	2%
Don't know	1	0%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role. The proportion strongly agreeing is higher amongst consultees who work in a primary education setting. The proportion strongly agreeing is lower amongst consultees who work in an Early Years education setting and consultees responding as a Nursery Manager / Owner.

	Strongly Agree %	Net Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>			
A professional employed to work in or responsible for a mainstream educational setting	72%	91%	4%
A professional employed to provide support to children in mainstream education settings	73%	86%	9%
Official response of an organisation, group or business	65%	87%	0%
<b>EDUCATION SETTING SUBGROUPS</b>			
Work in an Early Years education setting	65%	90%	4%
Work in primary education setting	77%	91%	5%
Work in a secondary education setting	73%	85%	8%
<b>JOB ROLE SUBGROUPS</b>			
Nursery Manager / Owner	58%	83%	8%
School Headteacher / Senior Leader	72%	88%	6%
SENCO / Inclusion Leader	72%	93%	3%
Classroom Teacher	91%	91%	9%
Specialist Teacher (from Specialist Teaching and Learning Service)	91%	96%	0%

#### EXAMPLES OF HOW SCHOOL / SETTING MEASURE IMPACT IN RELATION TO ON UPSKILLING TEACHING WORKFORCE WITHIN SETTING / SCHOOL

- Consultees were asked to provide examples of how (as a school/setting) impact is measured in relation to upskilling the teaching workforce, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- 68% of consultees provided a comment at this question.
- Over half of consultees (51%) commented on the training provided by STLS (either for the whole school or individual training). 27% of consultees commented on visits / support / communication with STLS.

- 24% of consultees have seen the impact in terms of staff confidence and seeing staff using training / practice / strategies provided.
- 21% of consultees have seen the impact in terms of children achieving targets / milestones / in Personal Learning Plans / pupil attainment.

**Please provide examples of how you (as a school/setting) measure impact in relation to this**

Base: all answering (289)

	Number of consultees answering	% of consultees answering
Trainings / whole school training / bespoke training / Solihull approach training	147	51%
Visits / support / communication with STLS	79	27%
Confidence of staff to deliver	68	24%
Seeing staff using trainings, practices, strategies (provided by STLS)	68	24%
Children achieving targets / milestones / in Personal Learning Plans / pupil attainment	60	21%
Learning walks / observations	54	19%
Impacts on class / pupils / meeting the needs of the children	38	13%
Teaching assistant / staff feedback / surveys / meetings	32	11%
Pupil well-being, social, emotional development	29	10%
Improved child attendance	18	6%
Fewer suspensions / exclusions	18	6%
Pupil reviews / feedback / Pupil Voice	18	6%
Staff attendance / retention / morale improved	13	4%
Reviews / audits	13	4%
Discussions / feedback from parents	12	4%
Continuous Personal Development linked to strengths / weaknesses	11	4%
SENCOs attending LIFT meetings and learning from the experience of others	9	3%
Comments related to levels of support / knowledge being varied from STLS	9	3%
Adaptive teaching in place	8	3%
Fewer concerns logged	5	2%
Reduction in reduced timetables	5	2%

Some example verbatims supporting the theme of training can be found below:

**“The STLS provides expert training to staff, complemented by follow-up sessions to develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets for next steps. For instance, whole-school training on Language Through Colour is followed by class-specific recommendations and next steps tailored to the unique needs of each class. The STLS strives to incorporate recommendations that support all children within the classroom, not only targeted groups. This includes offering guidance and demonstrations on how learning can be adapted to promote the success of all students. Impact is measured through these SMART targets, breaking down a learning strategy to something measurable and time bound that then can be expanded.”**

**“Once STLS have offered advice and support for one child, we are able to apply these strategies to the benefit of other children with similar challenges. Staff who have attended STLS training feel more confident in understanding children's needs and different strategies they can use. The SENCO forums run by STLS in our area - both early years and school age - provide opportunities to listen to experts in their field so that SENCOs can go back into school and educate other staff - I have done this many times covering topics such as de-escalation techniques, the communication tree, sensory processing difficulties, supporting young people with dyslexia. We would not usually have the opportunity to learn from experts in these fields at no additional cost to our schools. These training opportunities have had a hugely positive impact on our whole school community.”**

**“Our Teachers have been well trained over the last couple of years in a vast range of areas. This has ensured that they are able to plan and deliver a wide and varied curriculum that can meet the needs of all the children in their class. This is easily measured by the number of children engaged in their learning not to mention those making good academic progress. This includes Teachers ensuring that the environment is right, visuals are everywhere, and the language used is appropriate to all stages.”**

Some example verbatims supporting the theme of STLS visits / support / communication with STLS can be found below:

**“Consultations and discussions between STLS and our staff are of great value in empowering our staff to support our children more effectively. Confidence levels of staff have increased, and a higher level of progress has been seen in the pupils specifically being supported by STLS as they have recommended more appropriate interventions or resources.”**

**“STLS' advice through surgeries, consultation visits, children being open to STLS or through their training offer is visibly seen through inclusive classroom practice and in professional discussions/ appraisal discussions etc. Their advice and training is well received and acted upon.”**

**“The STLS provide personalised planning for staff that we have previously had no support on. Provide personalised plans which as a SENCO I would personally struggle to write without the professional help of the STLS. The visits into the setting are very needed they observe children in order to set targets in order for children to develop on individual needs. Always on hand to support with parents and advised. They really value and support SENCO.”**

Some example verbatims supporting the themes of staff confidence and seeing staff using trainings, practices, strategies provided by STLS can be found below:

**“Staff are more confident (observed in peer obs), strategies and interventions are monitored and staff's ability to deliver these confidently and appropriately are witnessed. Staff are more confident when feeding back to parents. staff are more confident with children with more complex needs.”**

**“Through our SEND class meetings. Staff confidence has increased and participation levels for children have also increased greatly. Confidence to try new approaches and more group approaches have had a huge positive impact of our way of teaching.”**

**“For small schools, STLS is an invaluable source of expert advice. For example, developing quality first teaching and effective interventions without the expertise support of STLS. If small schools couldn't tap into the expertise offered by STLS they would be significantly at risk. Particularly where the teachers have tried all the strategies they can think of and consultation with STLS has enabled progress and positive outcomes for the pupils. STLS support, their approach to problem-solving, also has a major impact on teacher and TA confidence and retention.”**

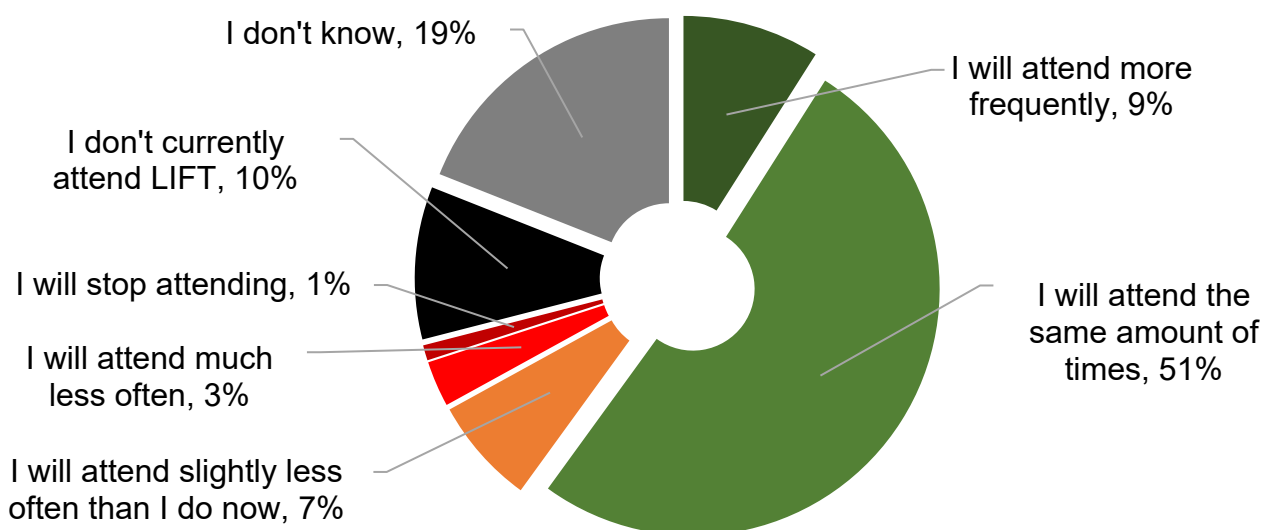


**PERCEPTIONS OF CONSULTEE LIFT ATTENDANCE / ACCESS ONCE PROCESSES ARE CHANGED**

- 90% of consultees answering currently attend / access LIFT.
- Six in ten (60%) indicated they will continue to attend / access LIFT the same frequency as they currently do or more frequently.
- 11% indicated they will attend less often or will stop attending / accessing LIFT. 19% are unsure.
- Filtering out the 31 responses from STLS specialist teachers results in a consistent pattern; 91% currently attend / access LIFT and 60% will continue to attend / access LIFT the same frequency as they currently do or more frequently.

**When these processes are changed, to what extent do you agree or disagree that you would continue to attend / access LIFT on the same frequency that you currently do?**

Base: all answering (408)



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: More frequently / the same amount of times	246	60%
I will attend more frequently	36	9%
I will attend the same amount of times	210	51%
I will attend slightly less often than I do now	27	7%
I will attend much less often	14	3%
I will stop attending	4	1%
I don't currently attend LIFT	39	10%
I don't know	78	19%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role. The proportion who would continue to attend at least the same amount of times is higher amongst consultees who are professionals employed to work in or responsible for a mainstream educational setting and consultees who are Nursery Managers / Owners, SENCO / Inclusion Leaders and Specialist Teachers.

	% attend more frequently or attend the same amount of times
<b>TYPE OF CONSULTEE SUBGROUPS</b>	
A professional employed to work in or responsible for a mainstream educational setting	66%
A professional employed to provide support to children in mainstream education settings	57%
Official response of an organisation, group or business	56%
<b>JOB ROLE SUBGROUPS</b>	
Nursery Manager / Owner	71%
School Headteacher / Senior Leader	55%
SENCO / Inclusion Leader	70%
Classroom Teacher	33%
Specialist Teacher (from Specialist Teaching and Learning Service)	67%

## COMMENTS ON STLS CONTRIBUTION TO SCHOOL-TO-SCHOOL COLLABORATIVE APPROACHES

- Consultees were asked to comment on how they think STLS might, or might not, contribute to school-to-school collaborative approaches, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- 65% of consultees who answered 'strongly agree' or 'tend to agree' provided a comment at this question.
- 33% of consultees commented that STLS have expert / specialist knowledge which they can share / will still be needed in school-to-school settings.
- 29% of consultees expressed a desire for STLS support must not be removed / should continue as it is / it's essential and integral.
- One in five (20%) commented on the LIFT meetings works well / expressed concerns that these would be ending or whether an equivalent will be in place.

**Please tell us how you think STLS might, or might not, contribute to school-to-school collaborative approaches.** Base: all answering (279)

	Number of consultees answering	% of consultees answering
STLS have expert / specialist knowledge, which they can share / will still be needed in school-to-school settings (including for more complex needs)	93	33%
STLS support must not be removed / should continue as it is / it's essential and integral (especially as more and more SEN children coming into mainstream settings)	82	29%
STLS are already doing this / already collaborate / provide this	81	29%
LIFT meetings / they work well / concerns around LIFT meetings ending / would need to be an equivalent in place	57	20%
Unsure as to how this will evolve / work / difficult to comment until know how it will work / more information, clarity needed	53	19%
Joint / shared training / workshops / continuing to offer	46	16%
Promoting (more) collaboration and school to school support, matching schools with one another to provide support / continuing to	44	16%
Giving advice and updates / continuing to	29	10%
SENCO forums / meetings / group sessions / continuing	26	9%
STLS have more focus on Early Years settings / continue to work in Early Years settings / bridging the gap between Early Years and schools, educating on the importance of Early Years support	19	7%

	Number of consultees answering	% of consultees answering
By providing a (more) co-ordinated, joined up, standardised model of service delivery / role / continuing to	17	6%
Transition meetings / continuing to attend	16	6%
We are an Early Years Provider / we don't know how / where we will fit	12	4%
STLS are independent and unbiased	9	3%
Parental engagement	9	3%
Concerned localities model will be funding focused	8	3%
Depends on the size of the groups / too big could be a barrier	7	3%
Understanding and input into the local / community needs	5	2%

Some example verbatims supporting the theme of STLS having expert / specialist knowledge, which they can share / will still be needed in school-to-school setting can be found below:

**“STLS team are skilled in asking the right questions to activate thinking around how to inclusive support children to thrive and to encourage school staff to shift narratives and prioritise the factors of the KENT CYP Outcomes Framework for each individual child. They have the knowledge and skills to train staff in inclusive approaches (Autism education trust / Emotion Coaching / Trauma Informed etc) and are able to facilitate collaborative, supportive conversations including professionals and parents to increase parental confidence.”**

**“Definitely will contribute to school-to-school collaboration because schools will still need advice on strategies and support. They will need training for old and new staff and different viewpoints on a specific child. Schools will still need specialist advice and capacity from other services, particularly STLS.”**

**“STLS provide a vital role in school-to-school collaboration as they are in different schools regularly and so have the opportunity to see best practice and share that information. Class teachers do not have the time or luxury to be able to do that. STLS act as the conduit between schools.”**

Some example verbatims supporting the theme that STLS support must not be removed / should continue as it is / it's essential and integral can be found below:

**“STLS have the expertise, knowledge and time to research and identify evidence-based approaches and share effective strategies with schools. They will be able to advise and support busy SENCOs who do not have the same time and resources available. STLS provide an invaluable resource which I do not think can be replicated in school-to-school support.”**

**“STLS is an integral part of schools. Their support has allowed my school and me as a school to develop and thrive! With out their great support student in our school will not be in the position they are. STLS also connect me to other school and have allowing us to run across school interventions. If anything, STLS need more funding and other agency support to continue they great work they already do.”**

**“STLS have an essential contribution to make for children who are complex, e.g. a child who has a sensory need such as vision impairment but also has a learning need or Autism. Joint visits are invaluable with STLS colleagues with a wider range of experience than would be gained in a school. Also, in Early Years where training opportunities, experience and funding is more limited.”**

Some example verbatims supporting the theme LIFT meetings / they work well / concerns around LIFT meetings ending / would need to be an equivalent in place can be found below:

**“STLS are able to understand the schools’ resources and environments and support staff to plan and develop the appropriate support. LIFT is a vital element of our school’s support that can be accessed to gain advice, support and resources. They facilitate discussions between schools in our LIFT groups and guide ideas and help build strategies and interventions.”**

**“I attend LIFT every term to access the support of the STLS. I don't think SENCo's have enough knowledge and understanding to be able to support each other. Most SENCo's are also teachers and Early Years staff and so they are not qualified and experienced enough. They are not working all day every day just with SEN children.”**

**“It doesn't seem clear that LIFT will continue within the new model. STLS are good at working with individual pupils. Is there a place for this alongside the new model? STLS have lots of expertise and advice that will continue to be valuable going forwards.”**

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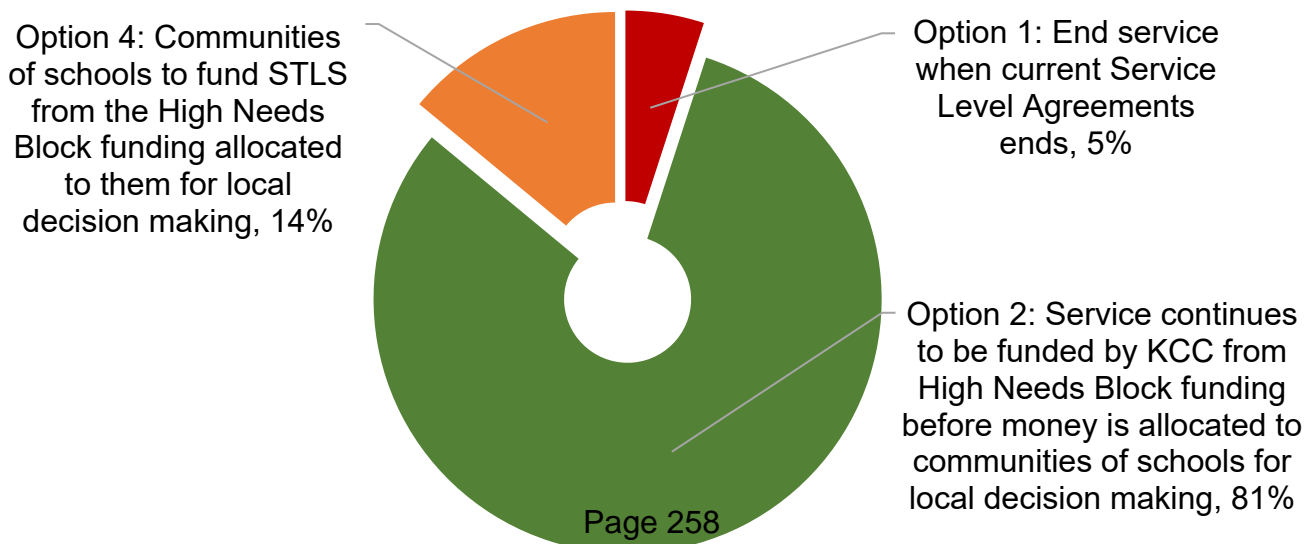
## PROFESSIONALS FEEDBACK

### CONSULTATION RESPONSE – UNDERSTANDING HOW STLS MIGHT BE FUNDED WITHIN THE NEW WAYS OF WORKING

#### RANKING OF THREE OPTIONS PUT FORWARD FOR FUNDING

- Consultees were asked to rank three proposed options put forward:
  - Option 1: End service when current Service Level Agreements ends
  - Option 2: Service continues to be funded by KCC from High Needs Block funding before money is allocated to Communities of schools for local decision making
  - Option 4: Communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making
- The pie chart below displays the proportion of consultees ranking each of the options as first out of the three options presented.
- The vast majority of consultees ranked Option 2: service continues to be funded by KCC from High Needs Block funding before money is allocated to communities of schools for local decision making as first (81%).
- 14% ranked communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making first. 5% ranked Option 1: End service when current Service Level Agreements ends first.
- There are no significant differences in response by consultee subgroup, e.g. education setting, role or by responsibility for SEN / Inclusion budget. However, the proportion selecting Option 2 first is highest amongst consultees working in an Early Years education setting (87%).
- Filtering out the 31 responses from STLS specialist teachers results in a consistent pattern; 80% selected Option 2 first. 14% selected Option 4 first and 5% selected Option 1 first.

#### Proportion of consultees ranking option in first place Base: all answering (395)



SUPPORTING DATA TABLE - % RANKED 1ST	Number of consultees answering	% of consultees answering
Option 1: End service when current Service Level Agreements ends	18	5%
Option 2: Service continues to be funded by KCC from High Needs Block funding before money is allocated to Communities of schools for local decision making	320	81%
Option 4: Communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making	57	14%

## COMMENTS ON OPTIONS FOR FUNDING IDENTIFIED

- Consultees were asked to note any comments about any of the options identified in the consultation document, in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- Only 41% of consultees provided a comment at this question. However, comments were made by consultees from all three education settings and all roles.
- Half of consultees (50%) expressed a desire for STLS to continue as it is / commented that it is a vital service. 24% of consultees commented that STLS is essential in Early Years settings / helping to transition to mainstream.
- 24% of consultees noted that Option 2 would continue the service / is the preferred option / the most equitable. 18% of consultees commented that Option 1 is not an option / it will be of detriment to children and young people.

**If you have comments about any of the options identified in the consultation document (Options 1 to 6) please tell us. Please identify which option(s) you are commenting on. If your comment relates to a specific option, please make this clear in your response**

Base: all answering (177)

	Number of consultees answering	% of consultees answering
STLS must continue as is / it is a vital service	88	50%
STLS is essential in Early Years settings / helping to transition to mainstream	43	24%

	Number of consultees answering	% of consultees answering
Option 2 continues the service / this is the preferred option / the most equitable (including for Early Years) and will fit in with the CoS model	42	24%
No STLS will put pressure on teachers, staff, SENCOs, STLS is vital to SENCOs	36	20%
Option 1 is not an option / it will be of detriment to children and young people	32	18%
STLS is just underfunded, not ineffective, it needs investment	23	13%
Ending STLS will result in a decrease in an inclusion	18	10%
Difficult to comment / difficult to know how this will work until Community of Schools takes shape	17	10%
STLS is needed even more with the increase in SEN pupils	12	7%
Option 4 will be a postcode lottery / unfair on those who need more / less support	12	7%
Option 3 is not financially viable / will leave a huge gap in support / restricting support to those that need it most	11	6%
Option 4 will see staff leaving	11	6%
Option 4 creates a competitive environment / who shouts loudest	10	6%
Option 6 is an option / could work / allows time for other systems to establish whilst still accessing the service	8	5%
Option 4 leaves Early Years settings with no support	7	4%
Not for profit / charities / smaller schools will not have the funds to buy in support	6	3%
Unfair for settings to have to fund / find services themselves	5	3%
Communities would allocate some funds to STLS if needed, they can decide how much and where to use	5	3%
Option 6 is a deferral of Option 4	4	2%
Option 5 stretches schools too thin, already difficult to get specialist staff	3	2%
STLS staff back in classrooms - showing, not telling	3	2%
Option 4 works / brings funding in line with other services and schools can get what they need	3	2%

Some example verbatims commenting that STLS is essential in Early Years settings / helps to transition to mainstream can be found below:

**“I feel it would be beneficial for the service to continue as it is currently as the STLS team provide additional support and knowledge to schools who may not have the expertise in the specialist areas of children with additional needs. STLS in nursery and school settings**



**work together to provide better outcomes for children with additional needs prior to any diagnosis which is beneficial to the child and family and enables them to access education prior to the EHCP process or diagnosis to make sure the child's individual needs are met.”**

**“I feel that STLS services being stopped would be a very bad idea especially for early years. As an early years setting we use this service multiple times throughout the year and without it, would cause a very difficult impact on the way we can support SEN children in mainstream settings, which is the goal for this whole process so it makes no sense to me for it to be stopped. I also do not believe early years setting should pay for this service themselves as the funding is tight enough as it is so this is not something we would be able to afford. Finally, without the support and plans put in place by us in early years, the children would struggle much more when starting reception and the whole process to get the children support, they need would go well into their KS1 journey. Early years settings spending the duration of the children's time with us getting the support and processes in place (such as EHCP's), and without the support from STLS and other services this would not be possible.”**

**“As an Early Years setting, this consultation is not a true reflection of what this means to our sector. As we are not a mainstream school, ideally there should be a separate early year's consultation. SLTS is vital to us and how we support young children with additional needs, and we strongly disagree with STLS being removed. As we are not specialist SEN practitioners, we require their vital service, input and advice.”**

Some example verbatims supporting preferences for Option 2 / continuation of the service / being the most equitable (including for Early Years) can be found below:

**“I think STLS provides a vital service in an already broken SEN system and so needs to continue so Option 1 should not be considered. The current mode of funding (Option 2) provides us with access the service and I believe this is a good use of money from KCC, which might otherwise not be directed to a service which directly impacts on the quality of education for children and young people with SEN. My concern about Option 4, is that it does not provide an equitable allocation of HNF, which is currently in place as it is done centrally.”**

**“Option 2 will ensure that STLS have stability and skilled, knowledgeable and experienced staff do not to leave the role. It also ensures that Early Years settings will have access to a service This option will also ensure that the Early Years Specialist Teachers continue to be part of the current model and can continue their work with Early Years settings providing much needed early intervention.”**

**“Option 4 is so ambiguous as the Communities of Schools model is unknown. There is so much change happening it would be good to keep STLS as it is (Option 2) to provide consistency of support, accessibility to a service which is front-line and quick to respond to need and offer reassurance and stability to schools and settings. Option 1 is short-sighted in the current climate and would further damage relationships between KCC, schools, settings and families of children with SEND.”**

Some example verbatims commenting that Option 1 is not considered an option / it will be of detriment to children and young people can be found below:

**“Option 1 - In my current job role I have seen firsthand the huge impact that the STLS makes in the Gravesham area. The District lead and all the staff are extremely knowledgeable and experienced in understanding the individual needs of the children they work with. The STLS give invaluable advice, support and training to the school and Early Years setting staff. This provides the staff with the opportunity to greatly improve their ability and capacity to meet the needs of the children and enable them to achieve their outcomes. I feel if this service was ended it would be greatly missed by setting and school staff. I am very concerned and saddened by the potential negative impact that terminating this service would have for children with SEND in Gravesham and throughout Kent.”**

**“We cannot have Option 1. I, personally, would feel a great deal of anxiety if the service were to disappear entirely in August 2025. I fear this would leave staff with nowhere to turn to for support and help. I strongly believe this would make the situation for children and young people in Kent with SEN much worse. With option 4 I fear schools will want to keep as much money as possible for "bodies on the ground" so to speak (support staff) who can help support and manage learners with SEN.”**

**“I think the idea of Option 1 is ridiculous! This service is vital to supporting young children and with the potential of more complex needs being supported in mainstream settings I am not sure how we are considering dissolving a support system.”**

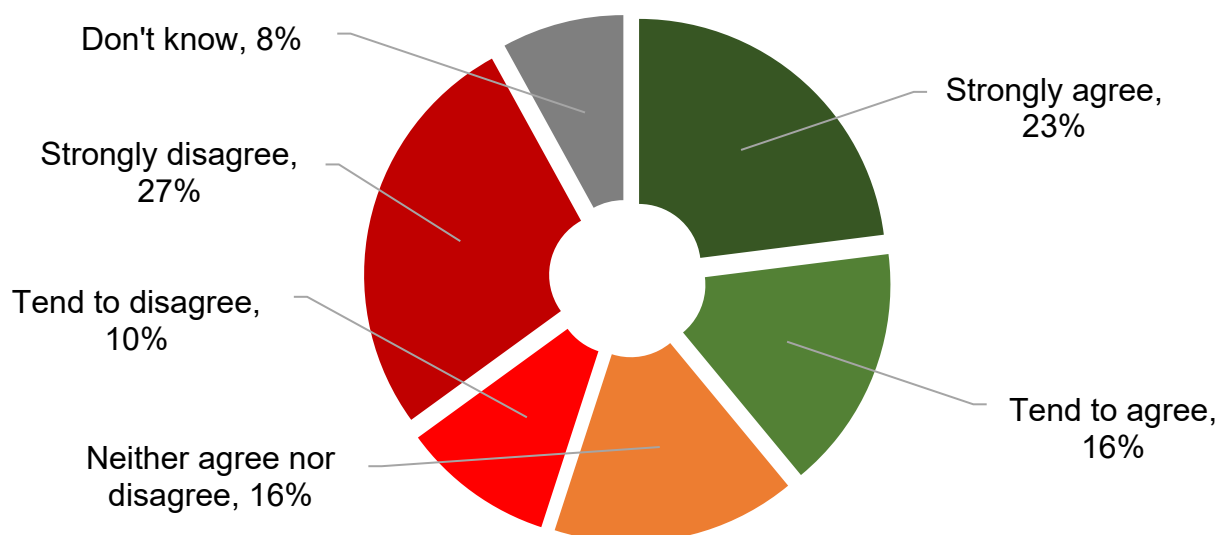
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## WHETHER FUTURE FUNDING OPTIONS FOR EARLY YEARS STLS SHOULD BE CONSIDERED INDEPENDENTLY FROM FUTURE FUNDING OPTIONS FOR SCHOOL AGE STLS

- Views are polarising with 40% agreeing future funding options for early years STLS should be considered independently from future funding options for school age STLS; 37% disagree.
- 16% neither agree nor disagree and 8% are not sure.
- Filtering out the 31 responses from STLS specialist teachers results in a broadly consistent agreement pattern; 41% agree and 35% disagree.

### To what extent do you agree or disagree that the future funding options for early years STLS should be considered independently from future funding options for school age STLS?

Base: all answering (419)



SUPPORTING DATA TABLE	Number of consultees answering	% of consultees answering
Net: Agree	166	40%
Net: Disagree	155	37%
Strongly agree	97	23%
Tend to agree	69	16%
Neither agree nor disagree	65	16%
Tend to disagree	43	10%
Strongly disagree	112	27%
Don't know	33	8%

The table below depicts how different subgroups of consultees responded to this question. These subgroups include the type of consultee responding, the type of education setting worked in and their role.. Agreement is higher amongst consultees responding as an organisation / group / business and consultees who work in an Early Years education setting and consultees responding as a Nursery Manager / Owner. Agreement is lower amongst consultees who work in a primary education or secondary education setting and consultees responding as a Specialist Teacher.

	Agree %	Disagree %
<b>TYPE OF CONSULTEE SUBGROUPS</b>		
A professional employed to work in or responsible for a mainstream educational setting	40%	36%
A professional employed to provide support to children in mainstream education settings	36%	36%
Official response of an organisation, group or business	48%	40%
<b>EDUCATION SETTING SUBGROUPS</b>		
Work in an Early Years education setting	48%	31%
Work in primary education setting	35%	40%
Work in a secondary education setting	24%	46%
Nursery Manager / Owner	57%	31%
School Headteacher / Senior Leader	37%	43%
SENCO / Inclusion Leader	40%	33%
Classroom Teacher	29%	57%
Specialist Teacher (from Specialist Teaching and Learning Service)	23%	58%

## PROFESSIONALS FEEDBACK

### EQUALITY ANALYSIS

- Consultees were asked to comment on the Equality Analysis put forward and if there was anything that should be considered relating to equality and diversity in their own words.
- For the purpose of reporting, we have reviewed respondents' comments and have grouped common responses together into themes. These are reported in the table below.
- Only 11% of consultees provided a comment at this question.
- The main concern put forward by consultees answering is a belief that Early Years has not been considered / the impact on Early Years children (33% of consultees answering).

**We welcome your views on our equality analysis including suggestions for anything else we should consider relating to equality and diversity.** Base: all answering (49)

	Number of consultees answering	% of consultees answering
Early Years has not been considered / impact on Early Years children	16	33%
Leave as is / STLS is vital	9	18%
This survey is biased / clumsy / difficult to understand	7	14%
Children / families / the most needy will be discriminated against if STLS services removed, money can't be the deciding factor	6	12%
Need to consider those who have difficulty filling in forms / application forms / this questionnaire	5	10%
Negatively affects those in lower socio-economic demographic	3	6%
STLS cuts will affect the female workforce	3	6%
Discriminates against C&I, SEMH, C&L (Sensory and Physical Specialist Teachers are statutory provision, the others aren't)	3	6%
What about LACs and PLACs (Looked After / Previously Looked After Children)	2	4%
Community of Schools model will not be inclusive (limited funding, more demanding schools, some not requesting support)	2	4%
Factor in families who don't speak English as a first language	1	2%
All staff across all settings should be SEND trained, to be inclusive	1	2%
Each county is different, all need to be treated accordingly to be inclusive	1	2%
Irrelevant to main issue of future support, discriminates on age	1	2%

Some example verbatims from the most common themes raised can be found below:

**“By pulling money from Early Years you are discriminating against our very young and vulnerable children.”**

**“I feel that taking away anything that can support the early years sector with children under SEN is wrong, the support we get is minimal but vital in what they do. We are seeing more and more children starting nursery with an SEN need and putting things in place to support them and the family.”**

**“I believe the proposed changes would impact on children and young people who have SEN, as the service is something which is actively and regularly used by the school in which I work to support children with SEN.”**

**“Early intervention and supporting the youngest children with SEND has the biggest impact on these children life chances. By creating a system that deprives them support, will impact their development and education building blocks as they grow.”**

**“Within the current Early years system there is no equity when compared to schools and yet we have to work the hardest to get it right for the child at the foundation level. We struggle to get support from Speech and Language interventions to support children.”**

**“Proposing to stop the STLS would disproportionately affect lower income families or children looked after by the local authority as they may have parents who are not aware of what support is available therefore impacting on life chances and perpetuating the cycle of need and impacting on health and social care later on in the child’s life if needs have not been met earlier where there is opportunity to.”**

**“I fear this is a very loaded and misguided consultation process that will leave children bereft of the support they need in school. At a point when we need more support and expertise in school to manage the increased complexities in mainstream children, consultations such as this cause fear and uncertainty in the sector and staff will leave, meaning that the time we need most support, we will have the least support available to school and our children.”**

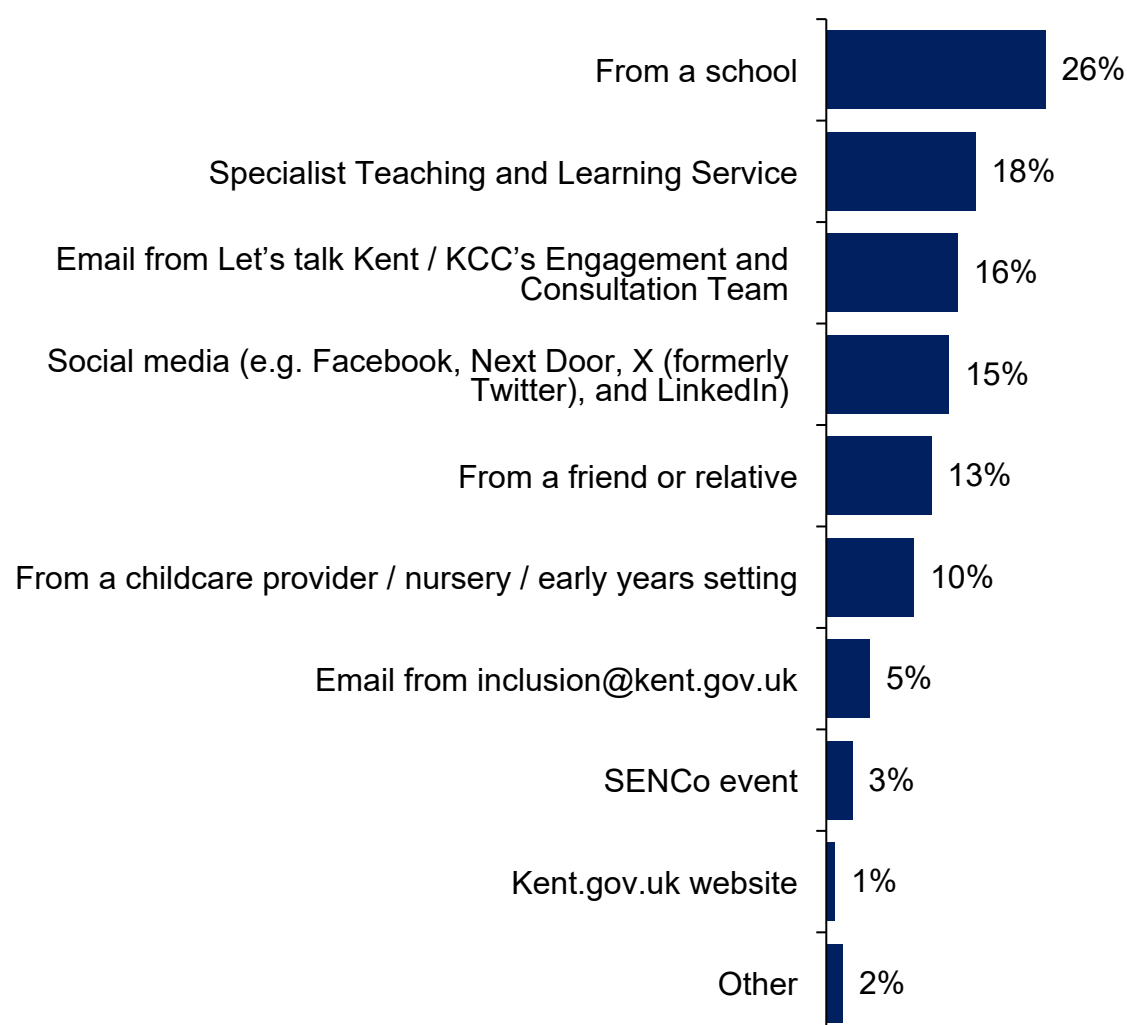
## RESIDENTS FEEDBACK

### CONSULTATION AWARENESS

- The main routes to finding out about the consultation are from a school (26%), the Specialist Teaching and Learning Service (18%), an email from Let's talk Kent (16%) and social media (15%).

#### How did you find out about this consultation?

Base: all answering (96), consultees had the option to select more than one response.



SUPPORTING DATA	Number of consultees answering	% of consultees answering
From a school	25	26%
Specialist Teaching and Learning Service	17	18%
Email from Let's talk Kent / KCC's Engagement and Consultation Team	15	16%

<b>SUPPORTING DATA</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Social media (e.g. Facebook, Next Door, X (formerly Twitter), and LinkedIn)	14	15%
From a friend or relative	12	13%
From a childcare provider / nursery / early years setting	10	10%
Email from inclusion@kent.gov.uk	5	5%
SENCo event	3	3%
Kent.gov.uk website	1	1%
Other	2	2%

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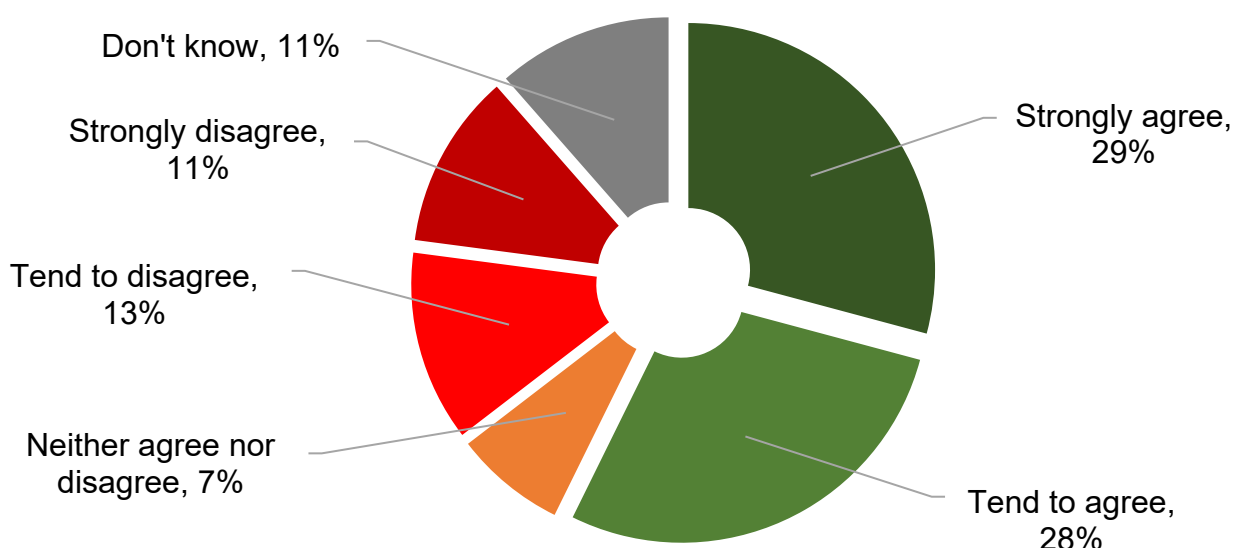
## RESIDENTS FEEDBACK

### CONSULTATION RESPONSE

#### PERCEPTIONS THAT EARLY YEAR'S SETTINGS HAVE ACCESS TO EXTERNAL SERVICES AND SUPPORT TO SUPPORT CHILDREN WITH SEND

- Just under six in ten (57%) agree Early Years settings have access to the external services and support that they need to help them to support children with SEND in their settings.
- Just under a quarter disagree (24%) and 7% neither agree nor disagree.

**To what extent do you agree or disagree that Early Years settings have access to the external services and support that they need to help them to support children with SEND in their settings?** Base: all answering (96)



SUPPORTING DATA TABLE	Number of consultees answering	% of consultees answering
Net: Agree	55	57%
Net: Disagree	23	24%
Strongly agree	28	29%
Tend to agree	27	28%
Neither agree nor disagree	7	7%
Tend to disagree	12	13%
Strongly disagree	11	11%
Don't know	11	11%

Consultees who disagreed were asked to comment on what they think is missing. 19 consultees provided a comment. Example verbatim comments are shown below and highlight the key themes expressed: the vital support provided by STLS to date, funding concerns and staffing level concerns.

**“My child’s school were utterly useless with support until the STLS came in and made them implement changes. If you took that service away the support in schools would deteriorate even further than it already has done. There is not enough training, resources or trained TAs and it’s making people’s lives a complete misery and it seriously needs fixing and it’s gone being on its knees it’s broken!”**

**“The capability of the early years staff is not enough to support children with SEND needs. We have heavily relied upon the help of STLS (via LIFT) to support both my children and set out a plan of support. Without this they would have floundered in their transition to school.”**

**“The STLS does what it can to work with the schools but there are still not enough external SEND specialists available to help and support the number of kids who are struggling with special needs in school and not enough money within the schools. This service needs proper funding to expand the number of kids it can reach.”**

**“There is great support from STLS, and I can’t fault them and their support. However, the provisions for all children, regardless of ages in Kent, is unacceptable and hugely lacking. STLS are stretched and they need to be allowed to grow to enhance their provision, not cut.”**

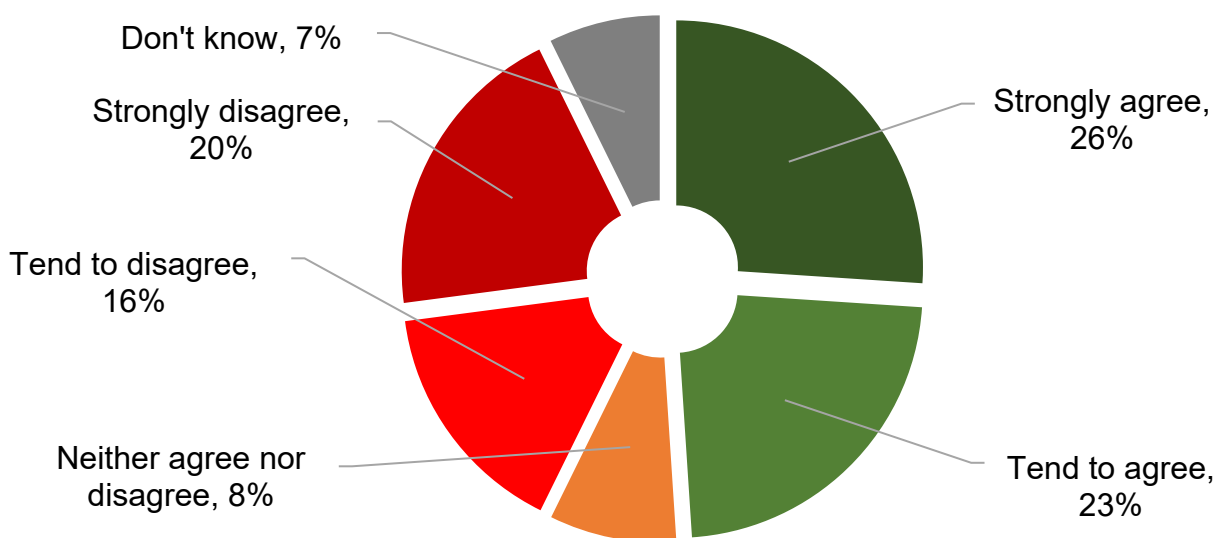
**“There are so many children with SEN requirements - and not enough professionals to help them with their individual needs to enable them to fully flourish in primary school.”**

**“I feel like accessing support NEEDED is too hard for settings and parents. The delays and processes that are required to be followed only delay the support the child receives. This is detrimental to any child that needs additional support.”**

**PERCEPTIONS MAINSTREAM SCHOOLS HAVE ACCESS TO EXTERNAL SERVICES AND SUPPORT THEY NEED**

- Just under half (49%) agree mainstream schools have access to the external services and support that they need to help them to support children with SEND in their settings.
- Just over a third disagree (35%) and 8% neither agree nor disagree.

**To what extent do you agree or disagree that mainstream schools have access to the external services and support that they need to help them to support children with SEND in their settings?** Base: all answering (96)



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	47	49%
Net: Disagree	34	35%
Strongly agree	25	26%
Tend to agree	22	23%
Neither agree nor disagree	8	8%
Tend to disagree	15	16%
Strongly disagree	19	20%
Don't know	7	7%

Consultees who disagreed were asked to comment on what they think is missing. 31 consultees provided a comment. Example verbatim comments are shown below and highlight the key themes expressed: funding concerns and level of support available to parents.

**“Schools are not able to offer services that parents and children are crying out for because of waitlists and delays. The medical professionals are not available when needed so schools are moving more towards training those staff in house, which puts huge pressures on those fulfilling more than one role within a school community and inevitably means many children are not receiving the support they are entitled to.”**

**“STLS are currently the only service that support the child holistically, there needs to be additional support alongside this team.”**

**“There is lack of funding, lack of teachers, lack of additional support, lack of understanding/specialist knowledge required to assist children with further needs in the best way possible.”**

**“The support and service available to mainstream schools is limited any many children including my own do not receive the help and support needed.”**

**“I think it is hard for schools to access a lot of services- referrals to Early help or STLS seem to be stepping stones to a lot of other services, who then have their own criteria.”**

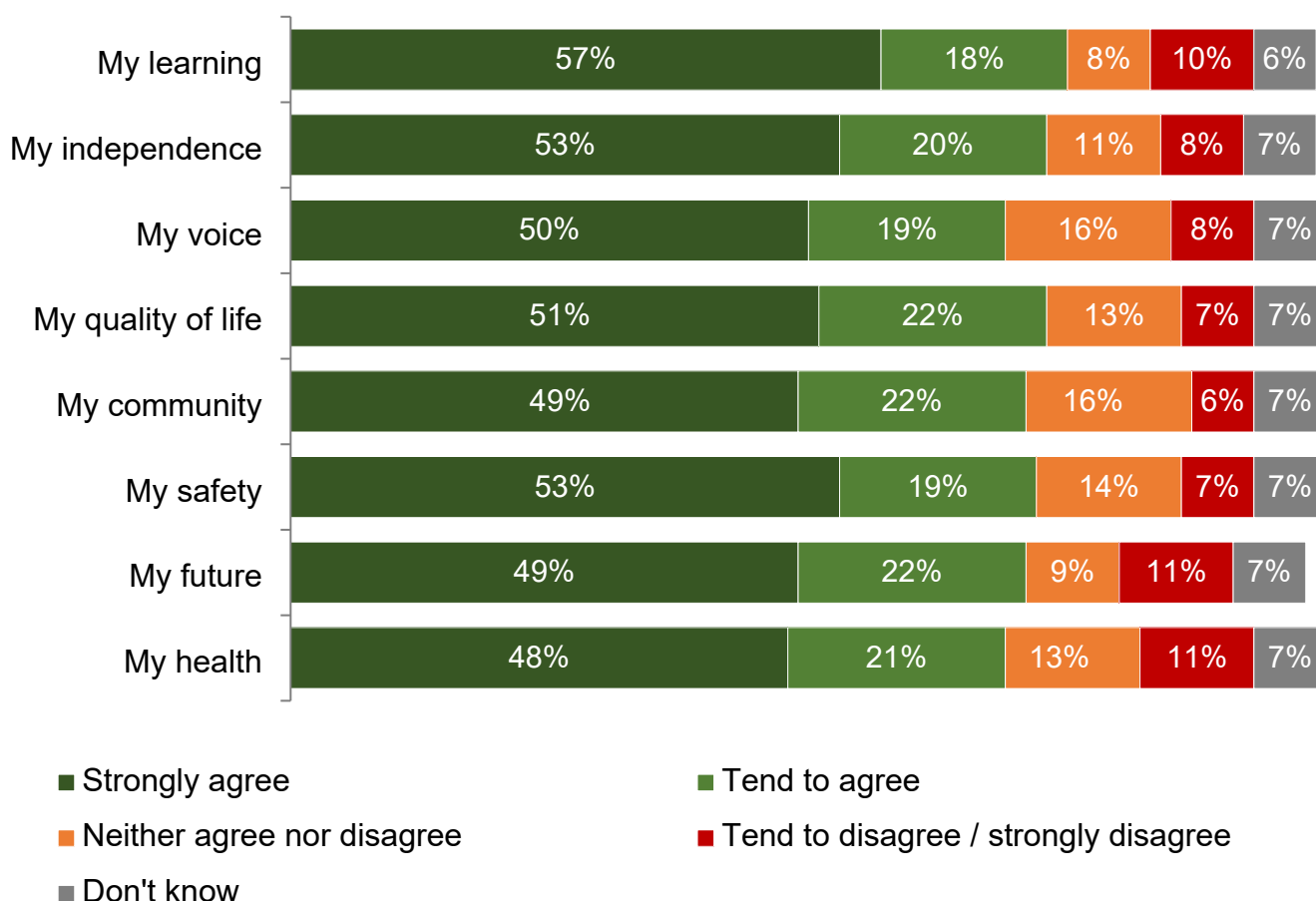
**“Funding and personnel are tight. Not enough staff to liaise with parents and teachers and provide continuity. We were promised social skills training, but this was limited to small number of pupils.”**

## PERCEPTIONS OF STLS SUPPORT ENABLING ATTAINMENT OF CHILDREN AND YOUNG PEOPLE OUTCOMES

- High agreement proportions are observed for all of the outcomes, but notably for learning (75%), independence (73%) and quality of life (73%); broadly consistent with patterns observed amongst professionals.
- Whilst high, agreement proportions are marginally lower in the context of health (69% agree, 48% strongly agree).

**To what extent do you agree or disagree that the support provided by STLS to your child's school or early years setting enabled the school or setting to support your child to achieve the outcomes identified in the Kent Children and Young People's Outcome Framework?**

Base: all answering (96)



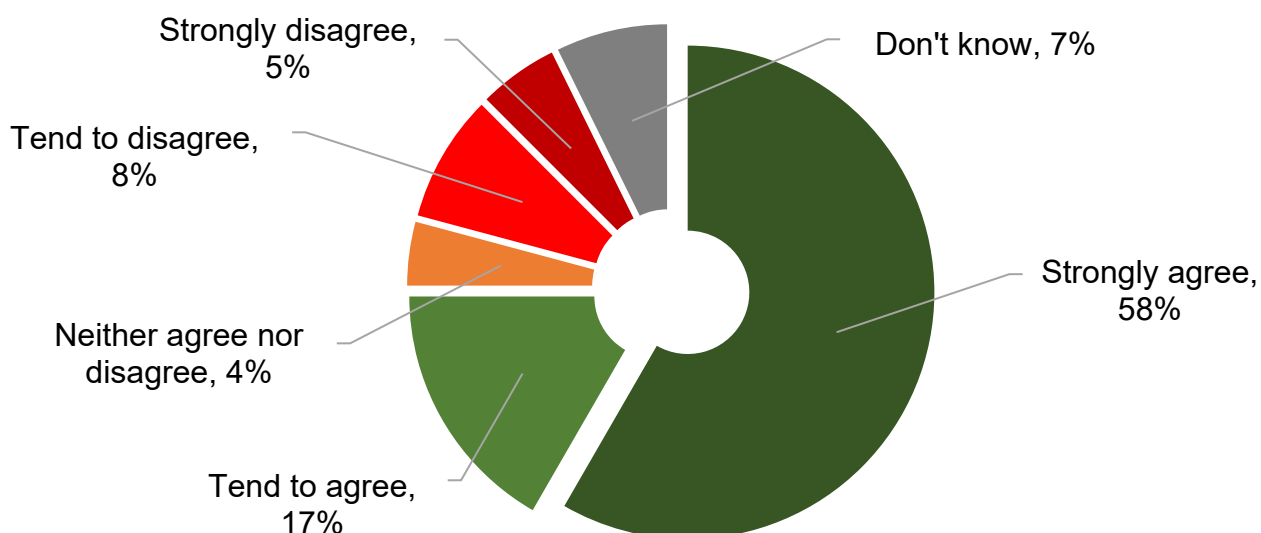
SUPPORTING DATA TABLE	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree / strongly disagree	Don't know
My learning	57%	18%	8%	10%	6%
My independence	53%	20%	11%	8%	7%
My voice	50%	19%	16%	8%	7%
My quality of life	51%	22%	13%	7%	7%

SUPPORTING DATA TABLE	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree / strongly disagree	Don't know
My community	49%	22%	16%	6%	7%
My safety	53%	19%	14%	7%	7%
My future	49%	22%	9%	11%	7%
My health	48%	21%	13%	11%	7%

PERCEPTIONS OF IMPACT STLS ADVICE AND GUIDANCE GIVEN TO SCHOOL OR EARLY YEARS SETTING HAS HAD ON

- Three quarters (75%) agree the STLS advice and guidance provided by their child’s school or early years setting has had a positive impact on how their child’s classroom teacher has been able to support their SEND needs and enable them to remain in their mainstream setting.
- 14% disagree and 4% neither agree nor disagree.

**To what extent do you agree or disagree that the advice and guidance provided to your child’s school or early years setting by STLS has had a positive impact on how your child’s classroom teacher has been able to support their SEND needs and enable them to remain in their mainstream setting?** Base: all answering (96)

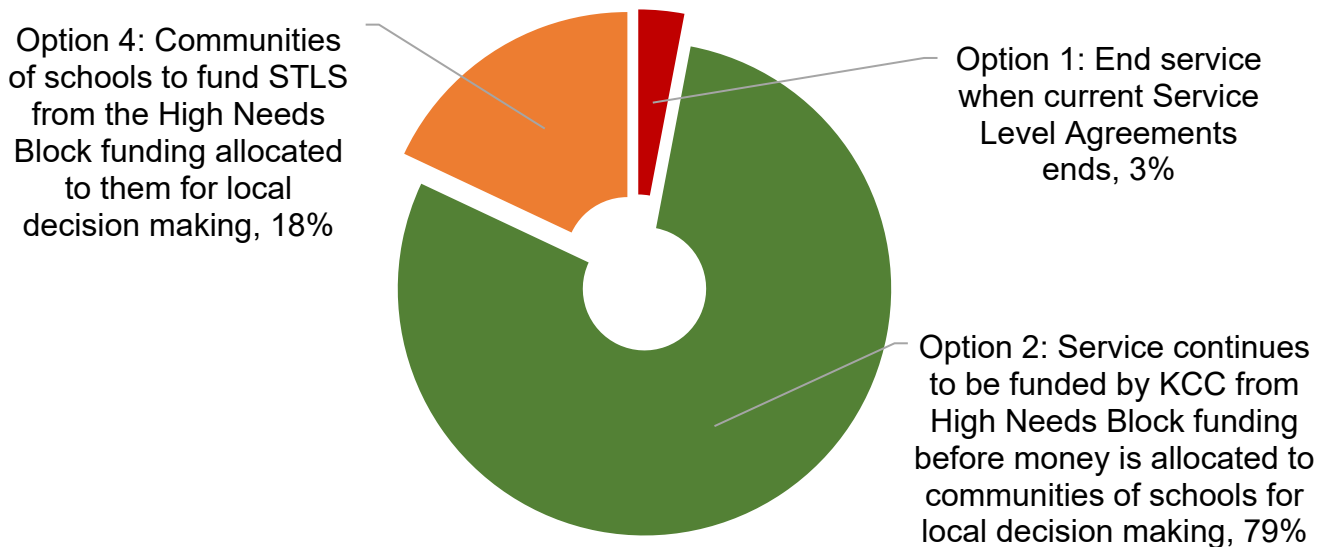


<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	72	75%
Net: Disagree	13	14%
Strongly agree	56	58%
Tend to agree	16	17%
Neither agree nor disagree	4	4%
Tend to disagree	8	8%
Strongly disagree	5	5%
Don't know	7	7%

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## RANKING OF OPTIONS FOR FUNDING

- Consultees were asked to rank three proposed options put forward:
  - Option 1: End service when current Service Level Agreements ends
  - Option 2: Service continues to be funded by KCC from High Needs Block funding before money is allocated to Communities of schools for local decision making
  - Option 4: Communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making
- The pie chart below displays the proportion of consultees ranking each of the options as first out of the three options presented.
- Consistent with response from professionals, the vast majority of consultees ranked Option 2: service continues to be funded by KCC from High Needs Block funding before money is allocated to communities of schools for local decision making as first (79%).
- 18% ranked communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making first. 3% ranked Option 1: End service when current Service Level Agreements ends first.





<b>SUPPORTING DATA TABLE - % RANKED 1ST</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Option 1: End service when current Service Level Agreements ends	3	3%
Option 2: Service continues to be funded by KCC from High Needs Block funding before money is allocated to Communities of schools for local decision making	75	79%
Option 4: Communities of schools to fund STLS from the High Needs Block funding allocated to them for local decision making	17	18%

Consultees were given the option to comment on the funding options outlined. 36 consultees provided a comment. Example verbatim comments are shown below and highlight support for Option 2.

**“Lots of kids can't cope in mainstream and need quieter areas, more support and more autonomy. This is a terrible move to try and force them and will lead to more absence and more alternative provision paid for by the council. Many more children with poorer outcomes and more parents unable to work as their children can't attend school.”**

**“STLS are currently the only successful service supporting pupils in all areas of their learning and presentation, to consider taking away the service or altering the one service that works and gives the best outcomes for pupils, is going to hinder inclusion to mainstream education for the most vulnerable pupils, which is surely what the Council should be working towards. Increasing support for the STLS team rather than thinking of altering or removing would be a much better spend of money.”**

**“It should continue as it is. Taking money from the Communities of Schools block funding will just cause problems further down the line. It will create uncertainty for the service and may result in it being difficult to recruit / retain staff. Different communities may consider it a higher or lower priority which will result in inequality across Kent. This is a big enough issue already in SEND (see variation in SLT service across Kent depending on where you live).”**

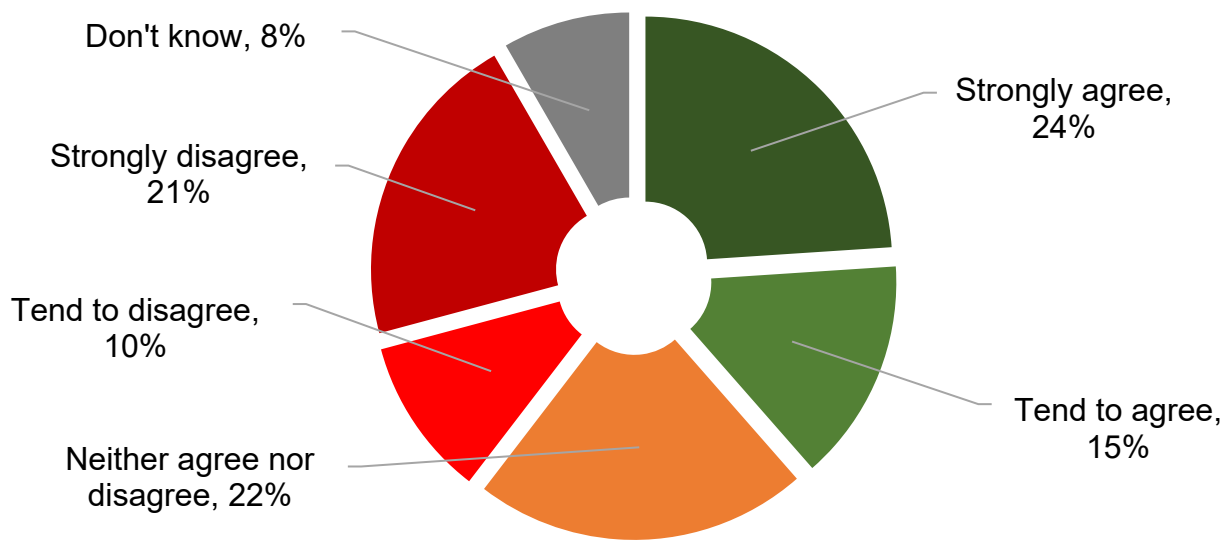
**“Lots of kids can't cope in mainstream and need quieter areas, more support and more autonomy. This is a terrible move to try and force them and will lead to more absence and more alternative provision paid for by the council. Many more children with poorer outcomes and more parents unable to work as their children can't attend school.”**

**PERCEPTIONS FUTURE FUNDING OPTIONS FOR EARLY YEARS STLS SHOULD BE CONSIDERED INDEPENDENTLY OF FUTURE FUNDING OPTIONS FOR SCHOOL AGE STLS**

- Views are polarising with just under four in ten (39%) agreeing the future funding options for early years STLS should be considered independently of future fundings options for school age STLS, and 31% disagreeing.
- 22% neither agree nor disagree.

**To what extent do you agree or disagree that the future funding options for early years STLS should be considered independently of future funding options for school age STLS?**

Base: all answering (96)



<b>SUPPORTING DATA TABLE</b>	<b>Number of consultees answering</b>	<b>% of consultees answering</b>
Net: Agree	37	39%
Net: Disagree	30	31%
Strongly agree	23	24%
Tend to agree	14	15%
Neither agree nor disagree	21	22%
Tend to disagree	10	10%
Strongly disagree	20	21%
Don't know	8	8%

## RESIDENTS FEEDBACK

### EQUALITY ANALYSIS

Consultees were asked to provide view on the equality analysis conducted, including suggestions and anything else that should be considered. 24 consultees provided a comment. Example verbatim comments are shown below and highlight the key themes expressed:

**“There should be consideration on how this affects the SEN children and how it impacts their life and ability to access education. Services are hard enough to access without taking things from these children. Discriminating against children with additional needs to save money.”**

**“Both early years STLS and school age STLS work closely in supporting the transition to school. I feel getting in early to support as young as possible can aid young children getting support as early as possible. Splitting the service, potentially due to different avenues of funding, could affect communication and slow down support being put in place. Changes to services could impact how early support is able to be in place.”**

**“Send / disabled children are impacted hugely by removing these services and from an EDI perspective women and disabled children are more disproportionately affected when you remove services to send. You make vulnerable people even more vulnerable, and they then end up costing the country even more money.”**

**“If you were to go with option 1, and cease the SLTS, then the impact of those students with SEND would be, in my opinion, very negative both in terms for the individual students affected and for "inclusion" as a whole. If teaching staff aren't trained and educated in how to teach students with SEND, then it's inevitable that those students will not be able to be included.”**

## NEXT STEPS

Feedback submitted as part of the consultation has been used to develop recommendations in relation to the future of STLS.

These recommendations will be presented at Children, Young People and Education Cabinet Committee on 16 January 2025.



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Children, Young People and Education

Children's Commissioning Team

## **Specialist Teaching and Learning Service Post-SLA Commissioning Options**

### Introduction

The current Service Level Agreement for the Specialist Teaching and Learning Service (STLS) ends 31 August 2025.

As part of the formal consultation, a proposal was submitted by an organisation explaining the benefits of them providing the service as a sole provider. Proposals were not requested as part of the consultation process, however, given this submission, the following options appraisal has been undertaken as part of a due diligence process to consider this feedback.

The options appraisal considers an assessment of the following:

1. Lotting options i.e. the geographic footprint of service delivery to include:
  - a. a sole (countywide) lot,
  - b. four area based lots aligned to the Area Moderation Boards being established as part of the Localities Model and
  - c. twelve district based lots, as is the current position
2. Provider market i.e. the type of provider that could deliver the service to include:
  - a. Maintained special schools (as is)
  - b. Maintained mainstream schools
  - c. Academy trusts
  - d. Independent organisation
  - e. The Local Authority (bring in house)
3. Assessment of the ability of type of provider to deliver across each identified lotting option and the required route to market.

## Key Considerations.

1. Any option implemented must enable consistency of equity across the county, in relation to the offer and quality of support.
2. Any option implemented must enable the service to move to a Link Worker model as outlined in the consultation document.
3. Any option implemented must make best use of high needs funding budget and contribute to a financially sustainable model of support in the future. This is underpinned by the assumption that a revised budget for the service will be calculated and that the ability to apply an annual uplift to this budget will depend on annual allocations from Department of Education in relation to high needs funding.
4. Any option that requires an extension of the current Service Level Agreement(SLA) would be considered less preferable. This reflects feedback from special schools that currently hold the SLA that the service is not financially sustainable in the longer term and therefore presents a financial risk to the school. Any extension of the existing SLA without additional financial investment is unlikely to be agreed by school governors.

A summary of options appraisal is included below.

	<b>Countywide Service</b>	<b>Four Area Based Providers</b>	<b>Twelve District Based Providers</b>
<b>Maintained special schools (as is)</b>	Ruled out: lack of capacity of a single school to deliver	Carry forward	Ruled out: preference is for one or four providers
<b>Maintained mainstream schools</b>	Ruled out: lack of capacity of a single school to deliver	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>Academy trusts</b>	Ruled out: requires an extension of existing SLA to implement	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>Independent organisation</b>	Ruled out: requires an extension of existing SLA to implement	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>The Local Authority (bring in house)</b>	Carry forward	Ruled out: LA would only deliver as a sole provider	Ruled out: LA would only deliver as a sole provider

Based on the options appraisals undertaken and consideration of the Barnes Outsourcing Decision Matrix, the proposal is to bring STLS into KCC to deliver as an inhouse provision.



Options Appraisal 1: Lotting options i.e. the geographic footprint of service delivery

	<b>Lotting Options</b>			
	<b>No provider: Service ends as per SLA</b>	<b>One countywide provider</b>	<b>Four Area Based Providers</b>	<b>Twelve District Based Providers</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>As a non-statutory service, there are no duties requiring the LA to fund or deliver the service.</li> <li>This option would support a financially sustainable model by reducing spend against the High Needs Funding block</li> </ul>	<ul style="list-style-type: none"> <li>Economy of scale across the county in relation to overheads and management costs</li> <li>Single point of contact for service related discussions.</li> <li>Consistency of support across the county</li> <li>Equity in provision across the county</li> <li>Reduce variability in quality</li> <li>Alignment with other Inclusion services through a Link Worker model</li> <li>Support tailored to local need and priorities</li> <li>Ability of Communities of Schools to negotiate bespoke support</li> </ul>	<ul style="list-style-type: none"> <li>Economies of scale within an area</li> <li>Single point of contact for Area Moderation Board</li> <li>Consistency of support across an area</li> <li>Reduce variability of quality</li> <li>Increased ability to achieve countywide consistency with four rather than 12 providers</li> <li>Alignment with other Inclusion services through a Link Worker model</li> <li>Support tailored to local need and priorities</li> <li>Ability of Communities of Schools to negotiate bespoke support</li> </ul>	<ul style="list-style-type: none"> <li>Support tailored to local need and priorities may be better achieved at this level of provision</li> <li>Alignment with other Inclusion services through a Link Worker model</li> <li>Ability of Communities of Schools to negotiate bespoke support through Link Worker model</li> <li>Less likely to cause disruption in transitioning from current to new model due to retaining existing footprint</li> </ul>

		<p>through Link Worker model</p> <ul style="list-style-type: none"> <li>• Reduction in duplication and gaps of support due to ability to flex and mobilisation resources across a countywide footprint– making best use of available resources</li> </ul>	<p>through Link Worker model</p> <ul style="list-style-type: none"> <li>• Reduction in duplication and gaps of support due to ability to flex and mobilisation resources across an area footprint – making best use of available resources</li> </ul>	
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Impact on the Local Authorities core offer of support to maintained schools.</li> <li>• Impact on LAs ability to support key objectives such as delivery of Autism Education Trust</li> <li>• Impact on LAs priority to promote and embed greater inclusive practice in mainstream schools in Kent.</li> <li>• This option would not be in keeping with the majority of feedback provided through the consultation where 79% of respondents stated that funding the service</li> </ul>	<ul style="list-style-type: none"> <li>• Risk that district priorities will not be catered for by a centralised function</li> <li>• SENCo anxiety regarding change from local contact</li> <li>• Risk that a sole provider can not be identified to deliver the service across this footprint.</li> <li>• Risk that a provider would be unwilling to enter into an SLA / contract where annual uplifts to cover inflationary</li> </ul>	<ul style="list-style-type: none"> <li>• Risk that district priorities will not be catered for by an area level function</li> <li>• SENCo anxiety regarding change from local contact</li> <li>• Challenges in directing and implementing a KCC core offer due to number of providers</li> <li>• Less likely to benefit from economies of scale achievable through a sole provider</li> <li>• Risk that a provider would be unwilling to</li> </ul>	<ul style="list-style-type: none"> <li>• Duplication of functions such as STLS Leads, administration and oncosts such as management functions leading to budget inefficiencies</li> <li>• Challenges in directing and implementing a KCC core offer due to number of providers</li> <li>• Capacity of LA staff to coordinate and monitor service delivery.</li> </ul>

	from the allocation to communities of schools would be their first choice.	and teacher salary increases cannot be guaranteed.	enter into an SLA / contract where annual uplifts to cover inflationary and teacher salary increases cannot be guaranteed.	<ul style="list-style-type: none"><li>• Less likely to benefit from economies of scale achievable through a sole provider</li><li>• Risk that a provider would be unwilling to enter into an SLA / contract where annual uplifts to cover inflationary and teacher salary increases cannot be guaranteed.</li></ul>
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**Based on the above assessment, preferred option is one countywide or four area based providers of the service. These options allow from greater economies of scale and increased ability to flexibly deploy staff, making best use of available resources.**

Option Appraisal 2: Provider market i.e. the type of provider that could deliver the service

Provider market	Advantages	Disadvantages
<p><b>Maintained special schools (as is)</b></p>	<ul style="list-style-type: none"> <li>• Could be commissioned through a Service Level Agreement (SLA)</li> <li>• KCC able to direct priorities and delivery of a Core offer of support to schools through the SLA</li> <li>• Robust financial scrutiny and control achieved through financial monitoring of SLA</li> <li>• Monitoring of impact achieved through key performance indicators</li> <li>• Reduces risk of disruption</li> <li>• Increase continuity of service delivery</li> <li>• Increases opportunity to retain experienced and knowledgeable staff</li> </ul> <p>Redundancy costs: under the current SLA the LA is responsible for redundancy costs associated with staff employed within STLS.</p>	<ul style="list-style-type: none"> <li>• A selection process would be required if moving a sole or four providers.</li> <li>• TUPE implications (unless retain as twelve SLAs). This would be complicated by a number of current STLS having dual roles within STLS and the employing school.</li> <li>• Risk presented by national and local academisation priority, specifically academies as independent economic operators can not hold SLAs with LAs and would require a contract.</li> <li>• Risk that area provider would sub-contract to other schools to retain a local footprint, adding additional overhead costs related to rent (for example).</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk of contract value being higher than available budget or wait to commence procurement processes until budget was known – creating delays in process and increasing risk that existing SLA would need to be extended.</li> <li>• Inability to commit to annual inflationary uplifts may deter schools taking on the SLA as over time, this would reduce the funding available to deliver the service.</li> <li>• Redundancy costs: trusts may be unwilling to commit to contracts if they are responsible for</li> </ul>

		redundancy costs of staff employed to deliver the contract.
<b>Maintained mainstream schools</b>	<ul style="list-style-type: none"> <li>• Could be commissioned through a Service Level Agreement (SLA)</li> <li>• KCC able to direct priorities and a Core offer through the SLA</li> <li>• Robust financial scrutiny and control achieved through financial monitoring of SLA</li> <li>• Monitoring of impact achieved through key performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• A selection process would be required to select new provider(s).</li> <li>• TUPE would apply necessitating a transfer of existing staff to a new provider(s).</li> <li>• This would be complicated by a number of current STLS having dual roles within STLS and the employing school.</li> <li>• Possible loss of experienced STLS staff through transfer to new employer</li> <li>• Risk presented by national and local academisation priority specifically academies as independent economic operators can not hold SLAs with LAs and would require a contract.</li> <li>• Risk that uncertainty will impact on confidence, STLS staff wellbeing and staff retention</li> <li>• Risk that area provider would sub-contract to other schools to retain a local footprint, adding additional overhead costs related to rent (for example).</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk of contract value being higher than available budget or wait to commence procurement processes until budget was known – creating delays in process and increasing risk that existing SLA would need to be extended.</li> <li>• Inability to commit to annual inflationary uplifts may deter schools taking on the SLA as over time, this</li> </ul>

		<p>would reduce the funding available to deliver the service.</p> <ul style="list-style-type: none"> <li>• Redundancy costs: trusts may be unwilling to commit to contracts if they are responsible for redundancy costs of staff employed to deliver the contract.</li> </ul>
<p><b>Academy trusts</b></p>	<ul style="list-style-type: none"> <li>• KCC able to direct priorities and a Core offer through the contract</li> <li>• Robust financial scrutiny and control achieved through financial monitoring of contract</li> <li>• Monitoring of impact achieved through key performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• A full open tender would be required. Academies as independent economic operators cannot be awarded SLAs by LAs in the same way that maintained schools can be. Therefore any contract award to an academy trust could only be achieved following an open tendering process. This would require an extension of the existing SLA.</li> <li>• TUPE would apply. This would be complicated by a number of current STLS having dual roles within STLS and the employing school.</li> <li>• Possible loss of experienced STLS staff through transfer to new employer</li> <li>• Risk that uncertainty will impact on confidence, STLS staff wellbeing and staff retention</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk of contract value being higher than available budget or wait to commence procurement processes until budget was known – creating delays in process and increasing risk that existing SLA would need to be extended.</li> </ul>

		<ul style="list-style-type: none"> <li>• Inability to commit to annual inflationary uplifts may deter schools taking on the SLA as over time, this would reduce the funding available to deliver the service.</li> <li>• Redundancy costs: trusts may be unwilling to commit to contracts if they are responsible for redundancy costs of staff employed to deliver the contract.</li> </ul>
<b>Independent organisation</b>	<ul style="list-style-type: none"> <li>• KCC able to direct priorities and a Core offer through the contract</li> <li>• Robust financial scrutiny and control achieved through financial monitoring of contract</li> <li>• Monitoring of impact achieved through key performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• A full open tender would be required. Academies as independent economic operators cannot be awarded SLAs by LAs in the same way that maintained schools can be. Therefore any contract award to an academy trust could only be achieved following an open tendering process. This would require an extension of the existing SLA.</li> <li>• TUPE would apply. This would be complicated by a number of current STLS having dual roles within STLS and the employing school</li> <li>• Possible loss of experienced STLS staff through transfer to new employer</li> <li>• Risk that uncertainty will impact on confidence, STLS staff wellbeing and staff retention</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk of contract value being higher than available budget or wait to commence procurement processes until budget was known –</li> </ul>

		<p>creating delays in process and increasing risk that existing SLA would need to be extended.</p> <ul style="list-style-type: none"> <li>• Inability to commit to annual inflationary uplifts may deter schools taking on the SLA as over time, this would reduce the funding available to deliver the service.</li> </ul>
<p><b>The Education People</b></p>	<ul style="list-style-type: none"> <li>• Contracts can be awarded to The Education People as a traded arm of the council.</li> <li>• Alignment of STLS training offer with The Education People training offer to maximise resources</li> <li>• Experience of delivering traded services would enhance the current STLS traded offer.</li> </ul>	<ul style="list-style-type: none"> <li>• TUPE would apply. This would be complicated by a number of current STLS having dual roles within STLS and the employing school</li> <li>• Possible loss of experienced STLS staff through transfer to new employer</li> <li>• Risk that uncertainty will impact on confidence, STLS staff wellbeing and staff retention</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk of contract value being higher than available budget or wait to commence procurement processes until budget was known – creating delays in process and increasing risk that existing SLA would need to be extended.</li> <li>• Inability to commit to annual inflationary uplifts may deter schools taking on the SLA as over time, this would reduce the funding available to deliver the service.</li> <li>• Additional costs in relation to management overheads, would likely be incurred.</li> </ul>



<p><b>The Local Authority (bring in house)</b></p>	<ul style="list-style-type: none"> <li>• Does not require an application or procurement process.</li> <li>• KCC able to direct services to deliver priorities and a core offer without relying on contractual levers</li> <li>• Robust financial scrutiny and control achieved through KCC financial monitoring</li> <li>• Local authority has direct control to shape and deliver the service, including ability to swiftly modify and adapt service delivery to meet priorities</li> <li>• Ability of LA to reshape service to align to a clear universal offer</li> <li>• Of the 31% of other LA in England that have an STLS, 74% are in house services.</li> <li>• Reduces risk of siloed services outside the local authority</li> <li>• Mitigates risk about early years and enables alignment to</li> <li>• Inflationary increases to the cost of delivering the service due to nationally determined increases to teachers salaries would be mitigated due to KCC, as the employer, being able to access funding from the DfE to cover these costs. Currently KCC cannot access these funds for commissioned services and employing schools are not given them for teachers employed through commissioned services.</li> </ul>	<ul style="list-style-type: none"> <li>• TUPE would apply. This would be complicated by a number of current STLS having dual roles within STLS and the employing school</li> <li>• Possible loss of experienced STLS staff through transfer to new employer</li> <li>• Risk that uncertainty will impact on confidence, STLS staff wellbeing and staff retention</li> <li>• Waiting on confirmation from government about actual HNF budget means funding for STLS can only be confirmed once the budget is known. LA would need to accept risk bringing service in house before budget was known.</li> <li>• Redundancy costs associated with the service ending at any time. Implementation of the Funding of Services to Schools means that de-delegated redundancy pot would be created and KCC would pay redundancy costs to school employees using funding taken from MAINTAINED schools budgets. This is unlikely to apply to STLS staff who are delivering a commissioned service to all schools. Meaning that ultimately KCC may be responsible for paying redundancy costs against this service.</li> </ul> <p><a href="#">Issue details - 24/00099 - Funding of Services to Schools</a></p>
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**Based on the above assessment, preferred provider of the service is:**

- **maintained special schools. This option is the best option to minimise service disruption and support staff retention, and would not require an extension to the existing SLA. However, schools may be reluctant to deliver the service unless inflationary uplifts can be guaranteed and the LA agrees to fund any redundancy costs OR**
- **KCC. This option gives greater control to the LA to shape the service to meet future need without the need to negotiate or enter into SLA / contract variation processes. This option is the option least likely to encounter challenges related to a budget that cannot guarantee inflationary uplifts.**

Option Appraisal 3: Assessment of the ability of type of provider to deliver across each identified lotting option and the required route to market

	<b>Countywide Service (preferred option )</b>	<b>Four Area Based Providers (preferred option )</b>	<b>Twelve District Based Providers</b>
<b>Maintained special schools (as is)</b>	<ul style="list-style-type: none"> <li>• Unlikely that one school would have capacity to deliver the SLA as a countywide service due to the size of the school without subcontracting to other schools</li> <li>• Would require a process to determine sole provider requiring an extension of the existing SLA</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for one special school to deliver the service across an area footprint.</li> <li>• Would require a process to determine provider</li> </ul>	<ul style="list-style-type: none"> <li>• Current arrangement therefore achievable</li> </ul>
<b>Maintained mainstream schools</b>	<ul style="list-style-type: none"> <li>• Unlikely that one school would have capacity to deliver the SLA as a countywide service due to the size of the school</li> <li>• Would require a process to determine sole provider requiring an extension of the existing SLA</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for one special school to deliver the service across an area footprint.</li> <li>• Would require a process to determine provider</li> <li>• Degree to which mainstream schools would wish to deliver is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Current arrangement therefore known to be achievable.</li> <li>• Degree to which mainstream schools would wish to deliver is unclear.</li> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>
<b>Academy trusts</b>	<ul style="list-style-type: none"> <li>• Only two academy trusts in the county are believed</li> </ul>	<ul style="list-style-type: none"> <li>• Academy trusts unlikely to deliver on this footprint due to the structure of</li> </ul>	<ul style="list-style-type: none"> <li>• Academy trusts unlikely to deliver on this footprint due to the structure of</li> </ul>

	<p>to have capacity to take on a countywide service.</p> <ul style="list-style-type: none"> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>	<p>their organisation. This would result potentially in multiple trusts holding a contract.</p> <ul style="list-style-type: none"> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>	<p>their organisation. This would result potentially in multiple trusts holding a contract.</p> <ul style="list-style-type: none"> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>
<b>Independent organisation</b>	<ul style="list-style-type: none"> <li>• An independent organisation would be commissioned to deliver the service across the required footprint.</li> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>	<ul style="list-style-type: none"> <li>• An independent organisation would be commissioned to deliver the service across the required footprint.</li> <li>• This may result in between 1 – 4 providers delivering due to providers being able to apply for multiple lots.</li> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>	<ul style="list-style-type: none"> <li>• An independent organisation would be commissioned to deliver the service across the required footprint.</li> <li>• This may result in between 1 – 12 providers delivering due to providers being able to apply for multiple lots.</li> <li>• Would require a process to determine provider requiring an extension of the existing SLA</li> </ul>
<b>The Education People (TEP)</b>	<ul style="list-style-type: none"> <li>• TEP would be able to deliver the service across the required footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable. TEP would only deliver as a sole provider</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable. TEP would only deliver as a sole provider</li> </ul>
<b>The Local Authority (bring in house)</b>	The LA would be able to deliver the service across the required footprint.	Not applicable. LA would only deliver as a sole provider	Not applicable. LA would only deliver as a sole provider

**Based on the above assessment:**

- **The Education People or KCC are the only provider able to deliver the contract on a countywide footprint without a requirement to extend the existing SLA.**
- **Maintained special schools could deliver on an area footprint.**

## Summary

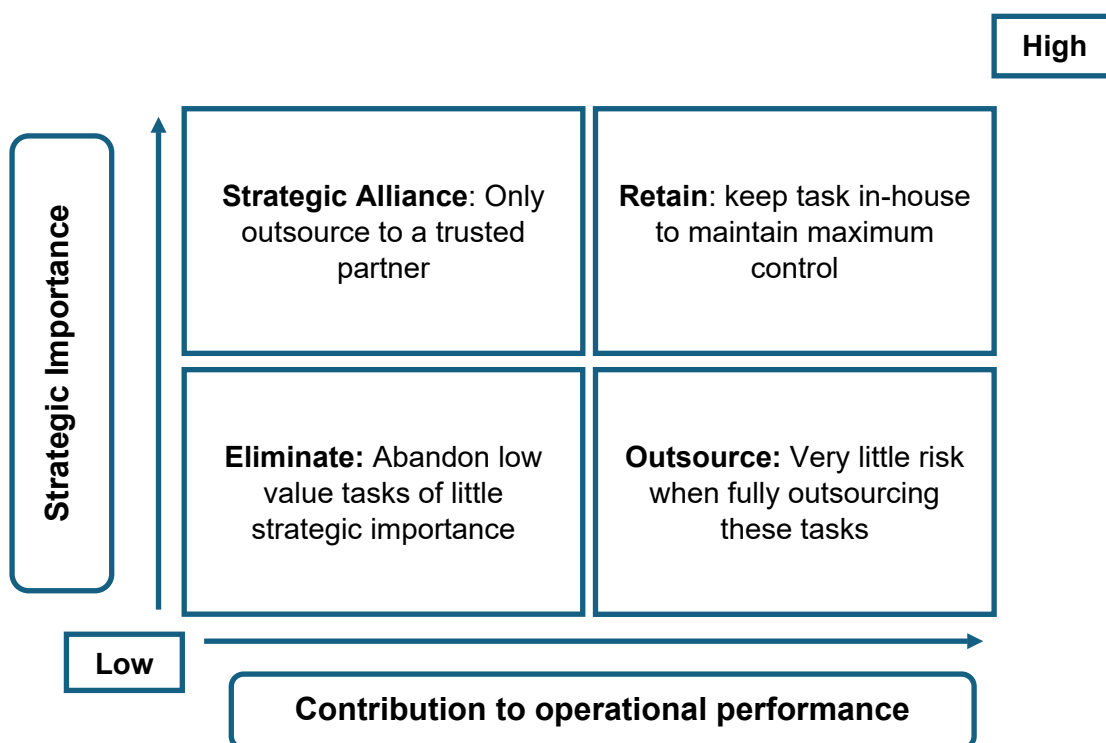
	<b>Countywide Service</b>	<b>Four Area Based Providers</b>	<b>Twelve District Based Providers</b>
<b>Maintained special schools (as is)</b>	Ruled out: lack of capacity of a single school to deliver	Carry forward	Ruled out: preference is for one or four providers
<b>Maintained mainstream schools</b>	Ruled out: lack of capacity of a single school to deliver	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>Academy trusts</b>	Ruled out: requires an extension of existing SLA to implement	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>Independent organisation</b>	Ruled out: requires an extension of existing SLA to implement	Ruled out: requires an extension of existing SLA to implement	Ruled out: preference is for one or four providers
<b>The Local Authority (bring in house)</b>	Carry forward	Ruled out: LA would only deliver as a sole provider	Ruled out: LA would only deliver as a sole provider



## Barnes Outsourcing Decision Making

In relation to the option for KCC to bring the STLS in house, the Barnes Outsourcing Decision Matrix is a tool that can be used to support decision making about the degree to which an organisation outsources tasks. This model identifies four different options in relation to outsourcing organisational tasks based on two variables. As illustrated below.

- Strategic importance considers the degree to which a task gives a business a competitive edge. In the public sector, this would be considered the degree to which a task offers public value and creates benefits for the community by ensuring that public services are effective, efficient and equitable.
- Contribution to operational performance considers the degree to which the task contributes to the smooth running of an organisation and the disruption caused if it is done badly.



The Matrix is divided into four quadrants, as follows:

- **Eliminate:** Some tasks are not important to an organisations overall strategy and do not make a significant contribution to its day to day operational performance. This tasks could be eliminated, or stopped, altogether, but the potential impact and unintended consequences should be carefully considered
- **Strategic Alliance:** This option should be considered for tasks that are strategically important, but contribute little to day to day operational performance. These could be outsourced to a trusted partner through a strategic alliance. In this model, the partners share control of the task and work together but remain independent.
- **Retain:** This option should be considered for tasks that are high in strategic importance and have a significant impact on day to day operational performance of the organisation. These tasks should be kept in house to ensure that leaders have maximum levels of control over vital processes.



- **Outsource:** Tasks in this quadrant are important for successful operational importance, but are generally not strategically important. These can be outsourced with little risk.

(Source: [The Outsourcing Decision Matrix - Improving "Buy-or-Make" Decision Making \(mindtools.com\)](http://mindtools.com))

In relation to the proposal to bring STLS in house:

<b>Barnes Outsourcing Matrix Variable</b>	<b>In relation to STLS</b>
Strategic importance considers the degree to which a task gives a business a competitive edge. In the public sector, this would be considered the degree to which a task offers public value and creates benefits for the community by ensuring that public services are effective, efficient and equitable.	Bring the service inhouse would: <ul style="list-style-type: none"> <li>• Achieve economies of scale</li> <li>• Support greater alignment of a core offer across the county</li> <li>• Ensure equity of opportunity access across the county</li> <li>• Reduce variability in quality</li> <li>• Enable the LA to flexibly deploy resources</li> <li>• Enable the LA to shape the service through continual improvement and to reflect priorities without recourse to contract / SLA variations</li> </ul>
Contribution to operational performance considers the degree to which the task contributes to the smooth running of an organisation and the disruption caused if it is done badly.	<ul style="list-style-type: none"> <li>• Reduces the impact of siloed working across organisations</li> <li>• Aligns to other inhouse inclusion resources such as SEND Improvement Advisors and Kent Educational Psychology Service</li> </ul>

Based on the above assessment, contribution to strategic importance and operational performance could both be considered high indicating that 'retaining' as an in house resource is preferable.



# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

## DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills in consultation with Sue Chandler, Cabinet Member for Integrated Children's Services

## DECISION NO:

24/00119

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

**Key decision:** YES

**Subject Matter / Title of Decision:** Special Education Needs transformation and the role of the Specialist Teaching and Learning Service (STLS)

## Decision:

As Cabinet Member for Education and Skills, and in consultation with the Cabinet Member for Integrated Children's Services, I agree to:

1. APPROVE the funding arrangements and revised model for the continued delivery of the Specialist Teaching and Learning Service (STLS) beyond 31 August 2025 when the Service Level Agreements cease:
  - a. that funding for school age STLS will be funded from the high needs block of the Dedicated Schools Grant (DSG) and this funding will form part of the communities of schools budget for local decision making.
  - b. that funding for the early years STLS will be funded from the early years block for central services from the Dedicated Schools Grant (DSG)
  - c. change of delivery from commissioned provision to being managed in-house.
  - d. an extension to the existing Service Level Agreement, if required, in order to implement this transfer.
2. DELEGATE authority to the Corporate Director for Children, Young People and Education, to implement the revised Specialist Teaching Learning Service model.
3. DELEGATE authority to the Corporate Director for Children, Young People and Education, to enter into extensions to the existing Service Level Agreements as required to implement the transfer of STLS from a commissioned to an in-house service.
4. DELEGATE authority to the Corporate Director for Children, Young People and Education, to take other relevant actions, including but not limited to entering into relevant contracts or other legal agreements as required to implement this decision.

## Reason(s) for Decision:

The current Service Level Agreement (SLA) for the Specialist Teaching and Learning Service (STLS) ends on 31 August 2025. To inform recommendations about the status of the service beyond August 2025, a public consultation was undertaken. This focused on how the STLS might fit within

the new ways of working being implemented as part of the ongoing transformation of services that support children and young people with Special Education Needs and Disabilities (SEND) in Kent.

The outcomes of the consultation suggest that the service is highly valued and has a role to play in supporting mainstream schools and early years settings as this transformation continues and therefore funding for the service should continue.

Feedback identified capacity issues within the service that can create gaps in what support schools receive. Therefore there is a need to revise the model of the service, to streamline the offer in recognition of the capacity issues and prioritise service delivery on areas that can deliver greatest impact.

## **Background**

The current Service Level Agreement (SLA) for the Specialist Teaching and Learning Service (STLS) ends on 31 August 2025.

The overarching aim of the STLS is to support mainstream early years settings and schools to build their capacity and confidence in delivering high quality provision for children and young people with SEND, in improving pupil progress and outcomes and to spread best practice across educational settings. Therefore, the focus of the consultation was on understanding how the service might fit within the new ways of working being introduced as part of the transformation of Special Education Needs support in Kent.

In July 2024, information related to the performance of the service was presented to the Children, Young People and Education Cabinet Committee. [\(Public Pack\)Agenda Document for Children's, Young People and Education Cabinet Committee, 09/07/2024 14:00.](#)

A public consultation commenced 9 September 2024 and ended 3 November 2024. The focus was on understanding how STLS might fit with the new ways of working being introduced as part of the transformation of Special Education Needs support in Kent.

Based on feedback from the consultation, the proposal is that funding for STLS will continue.

The service model will be adapted to reflect the outcomes of the consultation and wider reforms being implemented as part of the ongoing transformation of SEND Services in Kent. This will involve a move to link practitioner model across the county. STLS will form part of the professional resources group available to mainstream schools and early years settings to promote inclusive practice and improve outcomes for children and young people.

School age STLS will be funded from the High Needs Funding block - specifically this money will form part of the Communities of Schools for local decision making, as described in the SEN Funding Model. It is expected the funding for STLS will be a committed sum within the Community of Schools allocations.

There is an expectation that all Communities of Schools will fund a basic service to ensure equity of access across the county but will be able to increase the amount of resource available to them through investing more.

Early years STLS will be funded from the early years grant and top sliced from the element that the LA can retain for central services.

Following feedback submitted as part of the consultation, an initial options appraisal related to future service delivery has been revised. This has involved consideration of the service being delivered by a sole provider across the county. This approach offers economies of scale as well as the ability to

ensure equity of access, quality and offer of support. The Local Authority is best placed to deliver STLS as a county wide service, therefore the proposal is to bring STLS in house to form part of a core offer of support for mainstream schools and early years settings. An extension to the existing Service Level Agreement may be required to implement this change.

### **Framing Kents Future 2022- 2026**

These actions will support Framing Kent's Future through:

- Priority 1: Levelling Up Kent and our commitment to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families, specifically: Maintain improvement support services for all Kent schools, including maintained schools and academies, to maintain Kent's high-quality education system.
- Priority 4: New Models of Care and Support and our commitment is to support the most vulnerable children and families in our county, specifically in relation to responding to national policy changes on SEND provision, working with mainstream schools so more can accept and meet the needs of children with SEND, increasing choice and proximity of school places.

These actions will support Securing Kent's Future by:

- Supporting Objective 1 in bringing the budget back into balance through cost avoidance achieved by supporting more children in mainstream schools from the outset of their statutory education and avoiding the use of non-maintained independent special school placements.
- Further transforming the operating model of the Council (Objective 4). By providing a greater focus on understanding and demonstrating impact will enable more effective decision making about how and where to focus the use of resources.

### **Consultation**

The consultation received a total of 523 responses; 427 from professionals and 96 from residents, 81% of whom were parents or carers. The largest group of responses (26%) were received from primary school Special Educational Needs Co-ordinators (SENCOs). This is considered a good response rate.

Responses were received from professionals working in each district in Kent, although the overall distribution was uneven. The highest number of responses from professionals came from Maidstone (18%) and Thanet (17%) districts. Responses were received from residents in each district in Kent, except Dartford. The highest number of resident responses was received from Maidstone (17%) and Swale (17%).

A detailed analysis of the responses to the consultation was published.

### **Equalities Assessment**

An Equalities Impact Assessment was updated in response to feedback gathered from the consultation.

Key issues identified from the public consultation are:

- Age: respondents identified a detrimental impact on younger children, specifically those in early years settings, if the service were to end. This would also be the case if the funding approach changed in a way that meant early years settings could no longer access the service.
- Age: the impact on younger children, specifically those in early years settings, was also referenced in relation to transition into school age settings.

- Gender: a detrimental impact on women was referenced, if the service was to end. Women make up the majority of the STLS, SENCO and teaching workforce,
- Disability: respondents identified potentially detrimental impact on children and young people with SEND if the support provided by the service were to end. Some respondents identified a potential impact specifically on children with Communication and Interaction, Social Emotional and Mental Health, and Cognition and Learning needs. This is because children with sensory and physical disability needs will continue to be supported by in-house STLS which fulfils a statutory duty.

The following mitigating actions were identified in relation to the above:

- Age: consideration will be given the how support for early years can be funded in the future to ensure that the youngest children are not disadvantaged. Information gathered through the implementation of the revised model of support to early years settings will be used to inform this.
- Age: consideration to be given to early years STLS working with Year R in mainstream schools to support improved transition.
- Gender: this risk will be mitigated through the continuation of the service.  
Disability: this risk will be mitigated through the continuation of the service.

## **Financial Implications**

The current spend on the STLS is £5,856,468 per year. This includes both staffing and non-staffing costs.

This is a static annual budget that has remained unchanged since before the existing SLA.

Based on the proposal to bring the service in house, the annual staffing costs are estimated to be £5,760,325 (excluding current vacancies). This is based on the current establishment of the service as provided by special schools through regular performance monitoring. These costs would be expected to rise in line with relevant pay awards each year.

The future cost of the STLS service will be determined through a needs assessments to determine both the split of service costs between early years and school aged children, along with the value of the basic and traded service for school-aged children, the latter will be determined by the Communities of Schools requirements.

The proposed new operational model for STLS adds an additional element of financial risk, where the traded element of the service will fluctuate depending on the demand for the service by different communities of schools. To help mitigate against this risk, it is expected Communities of Schools will be required to provide a suitable period of notice to make changes allowing sufficient time to manage the change and flexibly deploy the resource in the most cost effective way.

The cost of bringing the service in house is estimated to be £580,318. This includes costs related to provision of equipment, technology and associated resource to manage this process. It does not include any potential redundancy costs, or additional premise costs (this is expected to be managed within existing KCC buildings). This is expected to be managed in the first year within the overall envelope offset by normal staffing changes that can result from a change process.

A six month extension to the SLA in order to undertake the proposed transfer is estimated to cost £3,385,560.

### Funding Arrangements

The service is currently funded from the High Needs Block of Dedicated Schools Grant (DSG)

provided by the Department of Education (DfE). The High Needs Block is funded from a combination of the High Needs allocation from the DfE (annual grant of c£330m) plus a further contribution from primary & secondary budgets (equating to 1.2%) of approximately £15m, in response to the Council overspending its grant allocation. This transfer is expected to continue each year until the Council is able to operate sustainably within its high needs grant allocation. The transfer contributes towards the range of SEN support services to schools (of which STLS is one example). SEN Support Services are a discretionary service, and the total money available for all SEN Support services for schools is considered in context of the value of the transfer.

Spend is reported within the Special Educational Needs & Psychology key service line presentation of the 2024-2025 Medium Term Financial Plan. This is not currently a direct cost to the General Fund. However, the Council has committed to contributing a total of £82m towards the accumulated DSG deficit relating to High Needs overspends by 2027-28.

The proposal is for the SLTS to be fully funded through a combination of the High Needs Block and Early Years Block (of the DSG provided by DfE). The High Needs block will be used to fund service for school aged children through the funding to be made available for the Communities of Schools Budgets, and will form a pre-determined committed sum. Early Years Block Funding will be used to fund the STLS for early years providers.

In 2024-25, the budget for central services to Early Years providers was £7m, and the future funding of the early years element of this service will be funded from a combination of recent savings in other early years services and the expected increase in funding for 2025-26. By maximising the use of other funding sources will also support savings on the High Needs Block.

#### **Data Protection Impact Assessment**

Data protection implications will be considered as part of the implementation of the revised model, specifically in relation to any transfer of data between the existing and future provider.

#### **Cabinet Committee Recommendations and Other Consultation:**

#### **Any Alternatives Considered and Rejected:**

The following options were considered in relation to the future of the service. Three options were identified by KCC as preferable. Respondents to the consultation were asked to rank these in order of preference. Every option was described in the consultation and respondents were given a free text box to comment on any option identified.

Based on an options appraisal, the following options have been rejected.

- Option 1: End the service when the current Service Level Agreement ends on 31 August 2025.
- Option 3: STLS becomes a traded service.
- Option 4: STLS is funded via the School Inclusion Model for Mainstream, meaning that the service would be funded by Communities of Schools with money allocated to them from HNF block for local decision making.
- Option 5: Transfer the service from special schools to KCC, bringing the service in house.
- Option 6: Transition option, namely extending the current SLA for one year to enable a transition to Option 4.

This appraisal has been re-considered following receipt of a proposal for a sole provider to deliver the service across the county. In considering this proposal, consideration was given to the advantages and disadvantages of a single county wide provider, four areas based or twelve district

based providers. The type of organisation that could deliver across each of these footprints was also considered, necessitating further consideration of the Local Authority as a potential provider.

In relation to the geographic footprint, the following options were considered and discarded:

- deliver the service across a district based footprint

In terms of the type of organisation that could deliver the service, the following options were considered and ruled out:

- Maintained schools (mainstream and special)
- Academy trusts
- Independent, external organisation
- The Education People (traded arm of the Council)

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

.....  
signed

.....  
date



## EQIA Submission – ID Number

### Section A

**EQIA Title**

Specialist Teaching and Learning Service Funding and provider change

**Responsible Officer**

Barbara Van Minnen - CY CC

**Approved by (Note: approval of this EqIA must be completed within the EqIA App)**

Christy Holden - CY CC

### Type of Activity

**Service Change**

No

**Service Redesign**

Service Redesign

**Project/Programme**

No

**Commissioning/Procurement**

Commissioning/Procurement

**Strategy/Policy**

No

**Details of other Service Activity**

No

### Accountability and Responsibility

**Directorate**

Children Young People and Education

**Responsible Service**

Education and SEND

**Responsible Head of Service**

Christy Holden - CY CC

**Responsible Director**

Christine McInnes - CY EPA

### Aims and Objectives

A significant transformation program is underway to enhance how the Council and its partners support children and young people with special educational needs and disabilities (SEND) in Kent. Proposals like the Communities of Schools model aim to increase school involvement in decision-making regarding the utilisation of local resources for inclusion and the allocation of the High Needs Funding budget.

As part of this transformation, a public consultation titled "Specialist Teaching and Learning Service (STLS) and SEND Transformation in Kent" was held from 9 September 2024 to 3 November 2024. The consultation aimed to understand how existing STLS services, structures, and processes fit into the new ways of working, and to identify duplication and gaps in provision.

The STLS provides services to schools and early years settings across the county, including one-to-one advice for individual children (through Local Inclusion Forum Teams), training, and transition support. The current Service Level Agreement ends on 31 August, 2025, with no option for extension. Key stakeholders have been involved in assessing the current impact of the service and exploring future options. Some stakeholders found it challenging to fully participate in the consultation due to a lack of detail about the new ways of working.

The consultation outcomes indicate that the service is highly valued and plays a crucial role in supporting mainstream schools and early years settings. There is a clear preference for the continuation of the service. Both professional and resident respondents agreed that STLS supports children and young people in achieving the outcomes that are important to them, has the skills and knowledge to promote inclusive practices in mainstream schools, upskills teaching staff, and facilitates school-to-school support.

Recommendations regarding the future of the service reflect this feedback and the proposal is to continue to fund the service. Based on a proposal submitted during the consultation, a further assessment has been undertaken to determine the number of providers for the service and the proposal is for a single provider to deliver the service across the county. In considering the type providers who would be able to deliver a countywide service, within an evolving SEND landscape and recognising the financial pressure against the High Needs Funding, the proposal is that the service will be bought in house and Kent County Council will deliver it. This will ensure consistency and continuity of delivery across the county as SEND provision in mainstream education evolves.

An initial Equality Impact Assessment (EQIA) was completed and included in the consultation documents. Respondents were asked to read the document and provide feedback on the equality analysis, including suggestions for additional considerations related to equality and diversity.

The EQIA has been updated to reflect the feedback from the consultation.

## 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?**

No

**Have you consulted with stakeholders?**

Yes

**Who have you involved, consulted and engaged with?**

KCC stakeholders who form the STLS Steering Group

- . KCC internal governance groups i.e. Transformation Operational Group 2 (TOG2) and Divisional Management Team (DMT)
- . SLA-holding Headteachers and the STLS Leads
- . Schools and Early Year's settings
- . Families and carers
- . School Governors
- . Schools Funding Forum

**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?**

<b>Service Users/clients</b> Service users/clients
<b>Staff</b> Staff/Volunteers
<b>Residents/Communities/Citizens</b> Residents/communities/citizens
<b>Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b>
Yes
<b>Details of Positive Impacts</b>
<ul style="list-style-type: none"> <li>• Delivery of the service by a single countywide provider will ensure an a more equitable offer to children with SEND across the county, addressing current variation in capacity and service offer.</li> <li>• A more integrated local offer of support will be achieved through greater alignment to schools through the Community of Schools model being implemented through the Localities Model.</li> <li>• The model will move to a link practitioner model, moving away from a visiting expert model and towards a mentoring and coaching model, building greater use of the expertise already within schools and settings.</li> <li>• Bringing the service into the Council will facilitate closer collaboration amongst Council inclusion services.</li> <li>• Greater opportunity for sharing of learning amongst SENCos, teachers and HLTAs</li> </ul>
<b>Negative impacts and Mitigating Actions</b>
19.Negative Impacts and Mitigating actions for Age
<b>Are there negative impacts for age?</b>
Yes
<b>Details of negative impacts for Age</b>
<p>Respondents identified a detrimental impact on younger children, specifically those in early years settings, if the service were to end. This would also be the case if the funding approach changed in a way that meant early years settings could not longer access the service.</p> <p>The impact on younger children, specifically those in early years settings, was also referenced in relation to transition into school age settings.</p>
<b>Mitigating Actions for Age</b>
<p>The risk of impact occurring will be mitigated by the service continuing to receive funding. Further, the proposal is that funding for early years STLS will come from the early years grant, a dedicated funding allocated for early years. This will mitigate the risk of the service no longer being provided to early years settings.</p> <p>The proposal to bring the service into the Council will allow for greater alignment of early years support service, supporting a more joined up and coordinated offer of support.</p>
<b>Responsible Officer for Mitigating Actions – Age</b>
Siobhan Price
20. Negative impacts and Mitigating actions for Disability
<b>Are there negative impacts for Disability?</b>

Yes
<b>Details of Negative Impacts for Disability</b>
Respondents identified potentially detrimental impact on children and young people with SEND if the support provided by the service were to end. Some respondents identified a potential impact specifically on children with Communication and Interaction, Social Emotional and Mental Health, and Cognition and Learning needs. This is because children with sensory and physical disability needs will continue to be supported by in-house Sensory and PD STLS which fulfils a statutory duty.
<b>Mitigating actions for Disability</b>
The risk of impact occurring will be mitigated by the service continuing to be funded and the service continuing to support all eligible children. A move to a Link Practitioner Model will support the ongoing development of inclusive practice in mainstream schools for children of all need types. The involvement of Communities of Schools in directing the work of STLS will support a broader discussion of the needs of schools in support children of all need types.
<b>Responsible Officer for Disability</b>
Siobhan Price
<b>21. Negative Impacts and Mitigating actions for Sex</b>
<b>Are there negative impacts for Sex</b>
Yes
<b>Details of negative impacts for Sex</b>
A potential negative impact on Sex was referenced by respondents to the consultation if the service ended. This is based on the high portion of women that make up the STLS, school and SENCo workforce.
<b>Mitigating actions for Sex</b>
The risk of impact occurring will be mitigated by the service continuing to receive funding. Further, the proposal to bring the service in house has been assessed as being the option most likely to provide longer term financial sustainability and security to the service and those who both delivery, and receive it.
<b>Responsible Officer for Sex</b>
Siobhan Price
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>Are there negative impacts for Gender identity/transgender</b>
No
<b>Negative impacts for Gender identity/transgender</b>
Not Applicable
<b>Mitigating actions for Gender identity/transgender</b>
Not Applicable
<b>Responsible Officer for mitigating actions for Gender identity/transgender</b>
Not Applicable
<b>23. Negative impacts and Mitigating actions for Race</b>
<b>Are there negative impacts for Race</b>
No
<b>Negative impacts for Race</b>
Not Applicable
<b>Mitigating actions for Race</b>
Not Applicable
<b>Responsible Officer for mitigating actions for Race</b>
Not Applicable
<b>24. Negative impacts and Mitigating actions for Religion and belief</b>
<b>Are there negative impacts for Religion and belief</b>
No
<b>Negative impacts for Religion and belief</b>

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

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

**Dan Watkins, Cabinet Member for Adult Care and Social Health**

**Sarah Hammond, Corporate Director of Children, Young People and Education**

**Dr Anjan Ghosh, Director of Public Health**

**To: Children's, Young People and Education Cabinet Committee – 16 January 2025**

**Health Reform and Public Health Cabinet Committee – 21 January 2025**

**Subject: 24/00124 – Family Hubs Year 4 Grant Award**

**Key decision**

- *It affects more than 2 Electoral Divisions*
- *It involves expenditure or savings of maximum £1m – including if over several phases*

**Classification:** Unrestricted

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

**Electoral Division:** All

**Summary:** Within the Autumn Budget the Chancellor of the Exchequer announced a further year of funding for existing Family Hub authorities. A series of Key Decisions by the Cabinet Member for Integrated Children's Services accepted the original transformation grant funding for Family Hubs and adopted our new Family Hub service model.

The existing Key Decisions do not extend beyond the initial transformation period which end on 31 March 2025. Therefore, a new Key Decision is required to accept the additional year of Grant funding and to utilise that funding in line with the service model adopted under the Family Hub Model Key Decision.

This decision is for the Cabinet Member for Integrated Children's Services, but is reported to the Health Reform and Public Health Cabinet Committee as well, given the implications for Public Health funding.

## Recommendations:

The Children, Young People and Education Cabinet Committee and Health Reform and Public Health Cabinet Committee are asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services in relation to the proposed decision as detailed in the attached Proposed Record of Decision document (Appendix 1).

## 1. Introduction

- 1.1 In October 2022 the Cabinet Member for Integrated Children's Services took [decision 22/00094](#) and Kent County Council (KCC) signed the Memorandum of Understanding (MOU) with the Department for Education (DfE) which accepted the initial 3-year transformation grant funding. This decision set out the requirement for the development of detailed proposals, public consultation and appropriate governance ahead of a further Key Decision on the Family Hub model.
- 1.2 In November 2023, after the development of detailed proposals, public consultation and appropriate governance, KCC Cabinet took [decision 23/00092](#) to implement the Family Hub model across the county.
- 1.3 Alongside the Decisions in October 2022 and November 2024, two additional decisions were taken relating to the Start for Life expenditure for Perinatal Mental Health and Parent Infant relationships ([decision 23/00075](#)) and for Infant Feeding ([decision 23/00076](#)).
- 1.4 Contained within the 2024 Autumn Budget, the Chancellor of the Exchequer included an additional £69m for a further year of funding for existing Family Hub authorities across the country. Detail on the specific amount of money to be awarded to KCC and any additional delivery constraints are anticipated from the DfE within the course of the next couple of months.
- 1.5 It is considered sensible that the principle of acceptance of the further year of grant money is discussed and endorsed by members in line with our governance procedures. Final decision-making on the acceptance and deployment plans for the funding will be taken once the full details are available from the DfE.

## 2. Family Hub Grant Funding

- 2.1 March 2025 marks the end of the initial Transformation period which has seen the Council adopt a policy position that moved from our previous Open Access model, to the Family Hub model.
- 2.2 The Government's commitment to the Family Hub model has been reconfirmed by the announcement of a further year of funding for Family Hub authorities.



- 2.3 We would expect that the grant money will be split across the same strands of activity as previously dictated by the DfE:
- Programme
  - Capital
  - Perinatal Mental Health & Parent Infant Relationships
  - Parenting Support
  - Infant Feeding
  - Home Learning Environment
  - Publishing the Start for Life Offer and Parent Carer Panels
- 2.4 The option to not accept the grant money has been considered. Given the financial challenges the Council currently faces, it is not considered appropriate to decline the further funding from the DfE. Final assessment will be dependent on a consideration of the deliverability of the requirements of any agreement required with the DfE to access the funding, along with a review of how far any such requirements align with the established Family Hub programme operating in Kent.
- 2.5 While understanding the risks associated with a late announcement and recognising the potential challenges involved with delivering against the requirements of any future terms and conditions, on a practical level, the Council must plan and prepare for the likelihood of it being necessary to accept the additional funding to ensure the greatest possible access to funding to support children, families and communities in the best way possible.
- 2.6 Announcement of the specific grant amount for KCC and the delivery requirements accompanying the funding is expected later in January 2025. However, a delay in the acceptance of the grant money poses a risk that the time available to spend the money and achieve the delivery requirements is reduced. This report seeks to explain the timing and staging of potential decision-making in the event that the final assessment of the funding requirements are appropriate for Kent. Therefore, endorsement of the principle of accepting the grant money and utilising it in line with the delivery requirements set out by the DfE is sought now to maximise our ability to mobilise resources to implement additional service requirements or procure services at the relevant time. Failure to do so will pose a risk to the delivery of services and cause a reputational risk for Kent County Council and poor outcomes for the families of Kent.
- 2.7 This report recommends that review of the delivery requirements and how the funding can be utilised in line with the DfE constraints is delegated to the Director of Integrated Children's Services and the Director of Public Health in consultation with the Cabinet Member for Integrated Children's Services and the Cabinet Member for Adult Social Care and Public Health.

### **3. Governance**

- 3.1 Acceptance of the Year 4 grant money is an executive decision of the Cabinet Member for Integrated Children's Services, in consultation with the Cabinet Member for Adult Care and Public Health, building on previous Family Hub decisions and recognising the clear connections between Children's Services and the Public Health activities delivered to communities across Kent via Family

Hubs. The core principles and planned approach are presented for Cabinet Committee's consideration to support a final decision when full details are known.

- 3.2 The final decision to accept the grant money will be taken by the Cabinet Member for Integrated Children's Services, in consultation with the Cabinet Member for Adult Social Care and Public Health, subject to review of the terms and conditions when they are made available. The full implications and considerations will be detailed in the relevant published reports at the point of decision, in accordance with normal KCC decision-making processes.

#### **4. Financial Implications**

- 4.1 The details of Year 4 money to be awarded to Kent County Council is currently unknown. However, the DfE is expected to include delivery requirements and conditions alongside the grant funding, in line with the prior Family Hub funding approach.
- 4.2 If accepted, the funding will be used to ensure the sustainable and consistent delivery of the adopted Family Hub model across Kent. It is not expected to impact the pressure on existing revenue or capital budgets. Further information will be provided via the decision report and record of decision published at the point of decision.

#### **5. Legal implications**

- 5.1 KCC has a statutory duty to provide, so far as is reasonably practicable, sufficient provision of children's centres (now known as Family Hubs) to meet local need. KCC will continue to fulfil its duty to provide sufficient family hubs to meet need across Kent.
- 5.2 Acceptance of any grant money does mean that KCC is obligated to comply with the delivery requirements, terms and conditions that accompany the funding. As set out above, these are currently unknown, however they are expected to be in line with conditions of the original grant award. Review of the deliverability and legal considerations will be undertaken and referenced at the point of decision.
- 5.3 Previously the implementation of the Family Hub Programme has been in line with the DfE Family Hub National Programme Guidance, specially Annex E and F available [here](#).

#### **6. Equalities implications**

- 6.1 An Equality Impact Assessment (EqIA) will accompany the eventual decision although at this stage there are no anticipated adverse impacts that are associated with the acceptance of the year 4 grant money given the expectation that any future operations and activity will be designed to complement, develop and build on the established Family Hub arrangements. Review of existing

Family Hub Equality Impact Assessments will form part of the final decision.

## 7. Data protection implications

- 7.1 A Data Protection Impact Assessment (DPIA) is not expected to be required for the acceptance of the year 4 grant money. General Data Protection Regulations are part of current contract documentation and a Schedule of Processing, Personal Data and Data Subjects will be completed for any procured activity.

## 8. Conclusions

- 8.1 Following the initial three-year funded transformation period, the DfE has confirmed a further year of Family Hub grant funding. A Key Decision is required to accept the additional year of DfE Family Hub grant funding, and to enable the spend of the grant money when the grant period begins in April 2025. Any delay to accepting the grant money, or the governance around the acceptance poses a risk to the Council's ability to spend the money.
- 8.2 As set out above, in normal circumstances, the detailed proposals for accepting and deploying the Year 4 funding would be set out for Cabinet Committee consideration. However, while the detail is not yet available from DfE, this item provides an opportunity to consider the implications of additional funding and for the Cabinet Committee to provide their views to the Cabinet Member on key considerations to inform their final decision.
- 8.3 Any acceptance of the funding will involve commitments to deliver Family Hubs in a certain way and until the details are available from the DfE, it is not possible to make the required final assessment on whether it is appropriate for KCC to enter into the relevant agreements. Given the likely benefits to the community that may be realised via any additional funding, it is sensible to prepare and scope plans for the acceptance and deployment of the additional funding in advance of the final decision-making. The Cabinet Member welcomes feedback on the plan and will factor in any views when making the final decision.

## 9. Recommendations

The Children, Young People and Education Cabinet Committee and Health Reform and Public Health Cabinet Committee are asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services in relation to the proposed decision as detailed in the attached Proposed Record of Decision document (Appendix 1).

## 9. Contact details

Report Author: Ben Sherreard  
Family Hub Programme Manager  
03000 419815  
Ben.sherreard@kent.gov.uk

Relevant Director: Ingrid Crisan  
Director of Operational Integrated  
Children's Services  
03000 412795  
[Ingrid.crisan@kent.gov.uk](mailto:Ingrid.crisan@kent.gov.uk)



## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Mrs Sue Chandler, Cabinet Member for Integrated Children's Services

### DECISION NUMBER:

24/00124

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

### Key decision: YES

*Key decision criteria. The decision will:*

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

### Subject Matter / Title of Decision

Family Hub Year 4 Grant

### Decision:

That the Cabinet Member for Integrated Children's Services, in consultation with the Cabinet Member for Adult Care and Public Health (subject to receiving confirmation from the DfE) agrees to:

- (a) **APPROVE**, the acceptance of the Year 4 Family Hub Grant Award; subject to final review and consideration of detailed terms and conditions from the Department for Education, and the deployment of the grant funding in accordance with the grant conditions and the adopted service model;
- (b) **DELAGATE** authority to the Director of Operational Integrated Children's Services and Director of Public Health, in consultation with the Cabinet Member for Integrated Children's Services and the Cabinet Member for Adult Social Care and Public Health to review and agree the terms and conditions to enter into the necessary grant agreements;
- (c) **DELAGATE** authority to the Director of Operational Integrated Children's Services and Director of Public Health to deliver the requirements of the grant;
- (d) **DELEGATE** authority of required expenditure to the Director of Operational Integrated Children's Services and Director of Public Health, in consultation with the Cabinet Member for Integrated Children's Services and the Cabinet Member for Adult Social Care and Public Health, to be managed in line with Council procurement rules;
- (e) **DELEGATE** authority to the Director of Operational Integrated Children's Services and Director of Public Health, to take other necessary actions, including but not limited to entering into contracts or other legal agreements, as required to implement the decision.

### Reason(s) for decision:

March 2025 marks the end of the initial Transformation period which has seen the Council adopt a

policy position that moved from our previous Open Access model, to the Family Hub model.

The Government's commitment to the Family Hub model has been reconfirmed by the announcement of a further year of funding for Family Hub authorities.

Acceptance of the additional grant money requires a Key Decision from the Cabinet Member for Integrated Children's Services.

### **Background**

In October 2022 the Cabinet Member for Integrated Children's Services took [decision 22/00094](#) and Kent County Council (KCC) signed the Memorandum of Understanding (MOU) with the Department for Education (DfE) which accepted the initial 3-year transformation grant funding. This decision set out the requirement for the development of detailed proposals, public consultation and appropriate governance ahead of a further Key Decision on the Family Hub model.

In November 2023, after the development of detailed proposals, public consultation and appropriate governance, KCC Cabinet took [decision 23/00092](#) to implement the Family Hub model across the county.

Contained within the 2024 Autumn Budget, the Chancellor of the Exchequer included an additional £69m for a further year of funding for existing Family Hub authorities across the country. Detail on the specific amount of money to be awarded to KCC and any additional delivery constraints are anticipated from the DfE within the course of the next couple of months.

### **Financial Implications:**

The details of Year 4 money to be awarded to Kent County Council is currently unknown. However, the DfE is expected to include delivery requirements and conditions alongside the grant funding, in line with the prior Family Hub funding approach.

If accepted, the funding will be used to ensure the sustainable and consistent delivery of the adopted Family Hub model across Kent. It is not expected to impact the pressure on existing revenue or capital budgets.

### **Legal Implications:**

KCC has a statutory duty to provide, so far as is reasonably practicable, sufficient provision of children's centres (now known as Family Hubs) to meet local need. KCC will continue to fulfil its duty to provide sufficient children's centres to meet need across Kent.

Acceptance of any grant money does mean that KCC is obligated to comply with the delivery requirements, terms and conditions that accompany the funding. As set out above, these are currently unknown, however they are expected to be in line with conditions of the original grant award.

### **Equalities implications**

An Equality Impact Assessment (EqIA) will accompany the decision although at this stage there are no anticipated adverse impacts that are associated with the acceptance of the year 4 grant money. There is an expectation that any future service delivery will be designed to complement, develop and build on the established Family Hub arrangements.

### **Data Protection implications**

A Data Protection Impact Assessment (DPIA) is not required for the acceptance of the year 4 grant

award.

**Cabinet Committee recommendations and other consultation:**

**Any alternatives considered and rejected:**

The option to not accept the grant money has been considered. Given the financial challenges the Council currently faces, it is not considered appropriate to decline the further funding from the DfE.

While understanding the risks associated with a late announcement, we have discounted the option of not accepting the additional funding in recognition that children, families and communities in Kent will benefit from additional support.

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

None.

.....  
signed

.....  
date

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

**To:** Children's, Young People & Education Cabinet Committee – 16 January 2025

**Subject:** Transfer the 18-25 section of the Strengthening Independence Service from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate

**Decision no:** 24/00109

**Key Decision :** Yes - It affects more than 2 Electoral Divisions

**Classification:** Unrestricted

**Past Pathway of report:** None

**Future Pathway of report:** Cabinet decision

**Electoral Division:** All

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**Is the decision eligible for call-in? Yes**

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**Summary:** Transitions involve facilitating young people's move from children's services to adult services and typically occur between ages 18 and 25. The Strengthening Independence Service sits within the Children, Young People and Education Directorate and oversees transitions between 0-25 for those with learning and physical disabilities.

The Director of Adult Social Services at Kent County Council is accountable for assessing local needs and delivering a full range of adult social services. These services support individuals under the provisions of Local Authority Social Services Act 1970 and the law defines an adult as someone aged 18 or over.

The Director of Children's Services at Kent County Council has statutory duties outlined in Section 18 of the Children Act 2004. These duties involve ensuring the delivery of local authority social care functions for children and young people. This includes, but is not limited to, providing services that meet the needs of all children, youth, including the most vulnerable, and their families.

Under the current arrangements the Corporate Director Children, Young People, and Education is overseeing a group falling outside their statutory role.

To address this, the proposal is to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service from the Children, Young People and Education Directorate, to the Adult Social Care and Health Directorate meaning young adults will receive support from adult social care to better support them for independence.

**Recommendation(s):** The Children's, Young People & Education Cabinet Committee is asked to consider and endorse or make recommendations to Cabinet on the proposed decision as attached in appendix A.

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## 1. Introduction

- 1.1 Transitions is the process of a minor or young person moving into legal adulthood. For individuals with additional needs this can often include multiple services such as social care, health and education. There are at present four pathways for young people with additional needs or vulnerabilities to transition into adulthood whilst still receiving services from KCC:
- The Strengthening Independence Service (SIS) oversees transitions between 18-25 for those with learning and physical disabilities which have been identified as children.
    - Multi-Agency Collaboration
    - Include a Sensory and Young People's Team
  - Young adults requiring an adult service are assessed by ASCH Adults Operations who manage 18-65 services.
  - Young adults previously looked after within the Care Leaving Service (CLS) (18+ services)
  - Young adults (aged 18-25) within the Special Educational Needs (SEND) who have an Education, Health and Care (EHC) Plan and who require more time in education or training to achieve their outcomes
- 1.2 The Strengthening Independence Service (SIS) currently oversees Transitions between 18-25 for those with learning and physical disabilities which have been identified when they are children. However, this means the DCS has responsibility for a cohort of people beyond their legal scope. As of October 2024, the 18-25 section of the Strengthening Independence Service were working with 894 young adults.
- 1.3 It is proposed to transfer the statutory functions delivered by the 18-25 section of the SIS from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate from 1 April 2025. This means the young adult's social care needs will be assessed and supported by ASCH and overseen by the DASS. However, it is important to note there are some statutory duties for this cohort, beyond their social care needs, which will remain within the remit of the DCS and be retained within CYPE which will require close collaborative working with ASCH.
- 1.4 The Care Leavers Service will continue to support young adults, who are also known to the 18-25 SIS, up to age 25, particularly those aged 18 – 21, to transition from being previously looked after to independence. The service will continue to provide a Personal Assistant, from age 18 up until the young adult's

22nd birthday, and who will work with the young adult to provide advice, support and information to make sure the care leaver is ready to leave care and live independently if their disability doesn't preclude this.

- 1.5 The Special Educational Needs and Disabilities (SEND) service will continue to maintain Education, Health, and Care Plans (EHCP) for young adults, aged 18 – 25, who require longer to consolidate their education and training, are making measurable progress and to achieve their outcomes and transition into adulthood. The SEND service will maintain the EHCP's for this cohort, as appropriate, and will review the plan and needs of the young person via the Annual Review process. In most cases this will also require close collaboration with ASCH.
- 1.6 The changes will align with the Making A Difference Everyday Adult Social Care vision in Kent which sets KCC's direction of travel to support people to live as full and safe a life as possible and make informed choices. This reflects the core purpose of supporting people to lead the lives they want to live, and in a place they call home, by putting people at the heart of everything we do.
- 1.7 In addition, this change ensures alignment with the DASS' statutory obligations, providing greater oversight and promotes a more holistic approach to young adult well-being as they transition from children's to adult social care better preparing them for adulthood.
- 1.8 The proposals will result in greater consistency in adult experiences across KCC against all aspects of intervention. The transfer of service will ensure the DASS has greater oversight of all adult experiences supporting enhanced equality, inclusion, equity and application of social value. Furthermore, the transfer of service will align our practices with the updated Care Quality Commission (CQC) regulations which place a significant emphasis on the quality statement concerning safe systems, pathways and transitions. The function of safety and continuity of care is now a priority throughout people's care journey and it is essential practices are aligned with the updated regulations to ensure the highest quality of care is provided to those we serve.
- 1.9 Staff moving between directorates are engaged and, although this won't materially change the service, external partners will be engaged to make them aware. People who draw on care and support will be engaged and/or consulted with, should there be any proposals to make changes to the service in the future.

## **2. Key Considerations**

- 2.1 There are a number of issues these proposals will address including:
- 2.2 **Shifting the balance of responsibility for decision making from parents to the young adult** : When a child in Kent becomes an adult, the relationship with the council changes significantly. Parents previously made decisions, but at 16, young people gain legal rights and can make their own choices about social care and their future. At 18 individuals became legal adults which materially changes the balance of responsibility.

- 2.3 **Transition Gap:** Young adults in Kent with a learning disability or physical disability identified in childhood currently transition into adult social care at the age of 26, because between the ages of 18-25 years these young adults are currently supported by the Strengthening Independence Team.
- 2.4 However, this is not the case for all other young adults requiring assessment and/or support from adult services. Examples of this include children in Care, without an identified learning or physical disability who experience mental ill-health or children with autism who, upon turning 18 may be eligible for a Care Act assessment and support to meet any eligible social care needs. For some care leavers their needs may develop as a result of childhood trauma, young adult life experiences or progressive conditions materialising within early adult life. There are currently 2000+ care leavers in Kent.
- 2.5 There are approximately 21,000 children and young people with an EHCP, but with only around 600 of those being open to children's services. The remaining 20,000 plus EHCPs are monitored and reviewed by universal services and community resources and who may also make referrals to either CYPE or ASCH for a child and young adult aged 0-25 (strengthening independence service and leaving care), where 18-25 year old individuals would be picked up by ASCH.
- 2.6 There are also those young adults who may not have been in receipt of an EHCP and present at the age of 18 having previously been supported by other health services such as Child and Adolescent Mental Health Teams.
- 2.7 The differing routes and ages of transition can create a disparity of experience for young people, particularly in the identification of those young adults, the timely planning for that transition and the development of the appropriate community resources to meet their needs in alignment with the co-produced strategy 'Making a Difference Every Day'. The move of the Strengthening Independence 18-25 team to ASCH allows for further work on the streamlining our transition offer to address these disparities for this particular cohort..
- 2.8 **Improved Oversight:** The DASS will have oversight and assurance on the impact of social care on people's lives through the lens of equity of access, experience and outcomes for adults who draw on care and support and unpaid carers, and alignment to key legal and policy drivers.
- 2.9 Implementation plans have been developed to transfer the personnel and systems across the directorates and will ensure the transfer seamlessly integrates with the strategic objectives of the council and both CYPE and ASCH. Young adults who draw on care and support will not see or feel a difference and service continuity will be maintained with plans developed to minimise disruption to service delivery.

### 3. Background

- 3.1 The proposed decision supports priority 4 within [Framing Kent's Future - Our Council Strategy 2022-2026](#), with the commitment to '*support the most vulnerable children and families in our county, ensuring social work practice supports manageable caseloads, reflective learning, joined up safeguarding and*

*effective corporate parenting arrangements', and explicitly to: "Act as a good Corporate Parent for those children in the care of KCC and improve support for young people as they transition into adulthood, whilst also improving support for those who transition into the adult social care system."*

- 3.2 Transitions is part of [Securing Kents Future - Budget Recovery Strategy](#) and this proposal supports the objectives for:

*Preparing for adulthood/transition: Working across both ASCH and CYPE to optimise support for people between the ages of 14-25 as they transition from children to adult services, promoting independence in adult life. Working age people with learning disabilities are now living longer through better long-term management of medical needs, but this increases the need to promote independence earlier so long-term needs can continue to be met at reasonable cost to the council. Joint working with NHS partners will be critical given costs of support are incurred by both the NHS and social care.*

- 3.3 Concurrently with this proposed change, the council is developing a wider vision for the Kent wide transition system including:

- We are committed to delivering a seamless transition for all young people with an identified need, regardless of their location or need.
- Our shared transitions framework will support us to work together with parents, carers and young people across teams and directorates. It will also foster collaborative work with external partners including Health, Education, Voluntary Sector Community Organisations, Housing providers, District and Borough councils.
- We will create a culture of accountability, integrity, and purpose in KCC, and encourage professionals to strive for continuous improvement.
- We will work with young people to understand their ambitions for the future and shape their transition to support their aspirations. Planning conversations will begin at 14 years old for all young people where a potential need in adulthood may be identified. .
- We will give parents and carers information, advice and support to understand what transition may mean for the future, in time to adapt to these changes.
- We will support young people, parents and carers to connect with their communities, to ensure they are linked with the support and services it delivers.
- We will support staff to work in a cohesive approach, enabling them through technology and systems to work efficiently and with compassion.

#### **4. Options considered and dismissed, and associated risk**

- 4.1 There is the option to maintain the 18-25 SIS service within CYPE; however, this will continue to mean the DCS oversees a group falling outside their statutory role and the DASS will not have streamlined oversight of a cohort of people who will draw on KCC's care and support.
- 4.2 Alternatively, the possibility of a matrix management approach was considered which would enable CYPE to retain the 18-25 SIS service and introduce additional reporting lines into ASCH. This option was not taken forward as it would require additional roles to be created to make a matrix-management

approach feasible, which would not add financial value or create efficiencies to the same or greater extent than the proposal to transfer the 18-25 SIS service from CYPE to ASCH.

## **5. Financial Implications**

- 5.1 The budget for the statutory functions delivered by the 18-25 section of the Strengthening Independence Service will transfer from the CYPE Directorate to the ASCH Directorate. The budget to be transferred will include the 25-26 budget for 18-25 services, agreed as part of the Budget at County Council in February 2025, including budgets for both placement/support costs and related staffing budgets. The indicative total budget to be transferred, at the time of writing this report, will be approximately £59m, comprising £56m for package costs and £3m for staffing (based on indicative budgets for 25-26).

## **6. Legal implications**

- 6.1 The Director of Adult Social Services (DASS) at Kent County Council (KCC) is accountable for assessing local needs and delivering a full range of adult social services. These services support individuals under the provisions of Local Authority Social Services Act 1970 and the law defines an adult as someone aged 18 or over.
- 6.2 The Director of Children's Services (DCS) at KCC has statutory duties outlined in Section 18 of the Children Act 2004. These duties involve ensuring the delivery of local authority social care functions for children and young people. This includes, but is not limited to, providing services that meet the needs of all children, youth, including the most vulnerable, and their families.
- 6.3 Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role.
- 6.4 If these changes are not implemented, the Corporate Director for Children, Young People, and Education (DCS) will continue to oversee a group falling outside their statutory role, and the DASS will continue to face a gap in oversight regarding the assessed needs and well-being of young adults aged 18-25 falling under their remit.

## **7. Equalities implications**

- 7.1 An Equality Impact Assessment (EqIA) has been undertaken and is appended to this report.
- 7.2 Given this is an internal change, the EqIA demonstrates that there should not be any impacts on the cohort of people who will draw on KCC's care and support.
- 7.3 The EqIA will continue to be reviewed as the project continues.

## **8. Data Protection Implications**

- 8.1 An initial Data Protection Impact Assessment (DPIA) screening has been carried out and submitted which determined, in line with KCC's DPIA policy and the requirements of the UK GDPR, a DPIA is required. A full DPIA will be taken forward as part of the ongoing programme of work as the transfer progresses.

## 9. Governance

- 9.1 If the proposals are agreed, the Corporate Director Adult Social Care and Health and the Corporate Director Children, Young People and Education will have delegated authority to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service between the CYPE and the ASCH Directorates.
- 9.2 The Corporate Director Adult Social Care and Health will inherit delegated authority for oversight of these statutory functions from 1 April 2025.

## 10. Conclusions

- 10.1 The Director of Adult Social Services (DASS) at Kent County Council (KCC) is accountable for assessing local needs and delivering a full range of adult social services. These services support individuals under the provisions of Local Authority Social Services Act 1970 and the law defines an adult as someone aged 18 or over.
- 10.2 The Director of Children's Services (DCS) at KCC has statutory duties outlined in Section 18 of the Children Act 2004. These duties involve ensuring the delivery of local authority social care functions for children and young people. This includes, but is not limited to, providing services that meet the needs of all children, youth, including the most vulnerable, and their families.
- 10.3 Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role. To address this and provide the DASS with better oversight of the needs of people who draw on our care and support, along with preparing people for adulthood, it is proposed to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate.

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**Recommendation(s):** The Children's, Young People & Education Cabinet Committee is asked to consider and endorse or make recommendations to Cabinet on the proposed decision as attached as appendix A.

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## 11. Background Documents

[The Care Act 2014](#) and related adult social care legislation  
[ADASS Roadmap](#)  
[Mental Capacity Act 2005: DoLS Safeguards](#)  
[Think Local Act Personal strategic priorities](#)  
[House of Lords report "A Gloriously Ordinary Life"](#)

Kent County Council's strategic priorities "[Securing Kent's Future](#)" and "[Framing Kent's Future](#)"  
Adult Social Care's co-produced strategy "[Making a Difference Every Day](#)"

## 12. Appendices

- Appendix A – Proposed Record Of Decision
- Appendix B – EqIA
- Appendix C – DPIA Screening Tool Outcome

## 13. Contact details

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

**Cabinet**

**DECISION NO:**

24/00109

**For publication**

**Key decision: YES .**

**Title of Decision:** Decision to transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education directorate to the Adult Social Care and Health directorate from April 2025

**Decision: Cabinet is asked to:**

Agree to TRANSFER the statutory functions delivered by the 18-25 section of the Strengthening Independence Service, including the transfer of workforce in services, from the Children Young People and Education Directorate to the Adult Social Care and Health Directorate from 1 April 2025; and

DELEGATE authority to the Corporate Director of Adult Social Care and Health and Corporate Director Children, Young People and Education to take the relevant actions, including but not limited to, awarding, finalising the terms of and entering into the relevant contracts or other legal agreements, as necessary, to implement the decision;

**Reason(s) for decision:**

Transitions involve facilitating young people's move from children's services to adult services and typically occur between ages 18 and 25. The Strengthening Independence Service (SIS) sits within the Children, Young People and Education Directorate and oversees transitions between 0-25 for those with learning and physical disabilities.

The Director of Adult Social Services (DASS) at Kent County Council (KCC) is accountable for assessing local needs and delivering a full range of adult social services. These services support individuals under the provisions of Local Authority Social Services Act 1970 and the law defines an adult as someone aged 18 or over.

The Director of Children's Services (DCS) at KCC has statutory duties outlined in Section 18 of the Children Act 2004. These duties involve ensuring the delivery of local authority social care functions for children and young people. This includes, but is not limited to, providing services that meet the needs of all children, youth, including the most vulnerable, and their families.

Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role.

To address this, the proposal is to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service from the Children, Young People and Education (CYPE) Directorate, to the Adult Social Care and Health (ASCH) Directorate meaning young adults will receive support from adult social care to better support them for independence.

**Financial Implications**

The budget for the statutory functions delivered by the 18-25 section of the Strengthening

Independence Service will transfer from the CYPE Directorate to the ASCH Directorate. The budget to be transferred will include the 25-26 budget for 18-25 services, agreed as part of the Budget at County Council in February 2025, including budgets for both placement/support costs and related staffing budgets. The indicative total budget to be transferred, at the time of writing this report, will be approximately £59m, comprising £56m for package costs and £3m for staffing (based on indicative budgets for 25-26).

### **Legal Implications**

The Director of Adult Social Services (DASS) at Kent County Council (KCC) is accountable for assessing local needs and delivering a full range of adult social services. These services support individuals under the provisions of Local Authority Social Services Act 1970 and the law defines an adult as someone aged 18 or over.

The Director of Children's Services (DCS) at KCC has statutory duties outlined in Section 18 of the Children Act 2004. These duties involve ensuring the delivery of local authority social care functions for children and young people. This includes, but is not limited to, providing services that meet the needs of all children, youth, including the most vulnerable, and their families.

Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role.

If these changes are not implemented, the Corporate Director for Children, Young People, and Education (DCS) will continue to oversee a group falling outside their statutory role, and the DASS will continue to face a gap in oversight regarding the assessed needs and well-being of young adults aged 18-25 falling under their remit.

### **Equality Implications**

An Equality Impact Assessment (EqIA) has been undertaken and given this is an internal change, the EqIA demonstrates that there should not be any impacts on the cohort of people who will draw on KCC's care and support. The EqIA will continue to be reviewed as the project continues.

### **Data Protection Implications**

An initial DPIA screening has been carried out and submitted which determine, in line with KCC's DPIA policy and requirements of the UK GDPR, that a DPIA is required. A full DPIA will be taken forward as part of the ongoing programme of work as the transfer progresses

**Cabinet Committee recommendations and other consultation:** The proposed decision will be discussed at the Adult Social Care Cabinet Committee on 15 January 2025 and the Children, Young People and Education Cabinet Committee on 16 January 2025 and comments will be included in the paperwork which Cabinet will be asked to sign.

### **Any alternatives considered and rejected:**

There is the option to maintain the service within CYPE; however, this will continue to mean the DCS oversees a group falling outside their statutory role and the DASS will not have streamlined oversight of a cohort of people who will draw on KCC's care and support.

Alternatively, the possibility of a matrix management approach was considered which would enable CYPE to retain the 18-25 SIS service and introduce additional reporting lines into ASCH. This option was not taken forward as it would require additional roles to be created to make a matrix-management approach feasible, which would not add financial value or create efficiencies to the same or greater extent than the proposal to transfer the 18-25 SIS service from CYPE to ASCH

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



.....  
signed

.....  
date

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## EQIA Submission – ID Number

### Section A

#### EQIA Title

Proposed transfer of 18-25 year olds to ASCH from CYPE

#### Responsible Officer

[Q04 ResponsibleOfficer]

#### Approved by (Note: approval of this EqIA must be completed within the EqIA App)

[Q05 ResponsibleHeadOfService]

### Type of Activity

#### Service Change

[Q07a ServiceChange]

#### Service Redesign

[Q07b ServiceRedesign]

#### Project/Programme

[Q07c ProjectProgramme]

#### Commissioning/Procurement

[Q07d CommissioningProcurement]

#### Strategy/Policy

[Q07e StrategyPolicy]

#### Details of other Service Activity

[Q07g OtherActivityDetails]

### Accountability and Responsibility

#### Directorate

[Q02 Directorate]

#### Responsible Service

[Q03 ResponsibleService]

#### Responsible Head of Service

[Q05 ResponsibleHeadOfService]

#### Responsible Director

[Q06 ResponsibleDirector]

### Aims and Objectives

[Q08 AimsObjectives]

### Section B – Evidence

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

[Q09 DataProtectedGroupsImpacted]

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

[Q10DataTimelyCostEffectiveWay]

#### Is there national evidence/data that you can use?

[Q11 DataNationalEvidence]

#### Have you consulted with stakeholders?

[Q12 ConsultedWithStakeholders]

#### Who have you involved, consulted and engaged with?

[Q13 WhoConsultedEngagedWith]

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

[Q14 PreviousEqualitiesLast3Years]

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

[Q15 EvidenceOnPotentialImpact]

### Section C – Impact

#### Who may be impacted by the activity?

#### Service Users/clients

[Q16a AreServiceUsersClientsImpacted]

#### Staff

[Q16c AreStaffImpacted]
<b>Residents/Communities/Citizens</b>
[Q16b AreResidentsCommunitiesCitizensImpacted]
<b>Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b>
[PositiveImpactsYN]
<b>Details of Positive Impacts</b>
[Q17 DetailsOfPositiveImpacts]
<b>Negative impacts and Mitigating Actions</b>
<b>19. Negative Impacts and Mitigating actions for Age</b>
<b>Are there negative impacts for age?</b>
[Q19a AreThereNegativeImpactsAge]
<b>Details of negative impacts for Age</b>
[Q19b NegativeImpactsAgeDetail]
<b>Mitigating Actions for Age</b>
[Q19c MitigatingActionsAge]
<b>Responsible Officer for Mitigating Actions – Age</b>
[Q19d ResponsibleOfficerAge]
<b>20. Negative impacts and Mitigating actions for Disability</b>
<b>Are there negative impacts for Disability?</b>
[Q20a AreThereNegativeImpactsDisability]
<b>Details of Negative Impacts for Disability</b>
[Q20b NegativeImpactsDisabilityDetail]
<b>Mitigating actions for Disability</b>
[Q20c MitigatingActionsDisability]
<b>Responsible Officer for Disability</b>
[Q20d ResponsibleOfficerDisability]
<b>21. Negative Impacts and Mitigating actions for Sex</b>
<b>Are there negative impacts for Sex</b>
[Q21a AreThereNegativeImpactsSex]
<b>Details of negative impacts for Sex</b>
[Q21b NegativeImpactsSexDetail]
<b>Mitigating actions for Sex</b>
[Q21c MitigatingActionsSex]
<b>Responsible Officer for Sex</b>
[Q21d ResponsibleOfficerSex]
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>Are there negative impacts for Gender identity/transgender</b>
[Q22a AreThereNegativeImpactsGenderTransgender]
<b>Negative impacts for Gender identity/transgender</b>
[Q22b NegativeImpactsGenderTransgenderDetail]
<b>Mitigating actions for Gender identity/transgender</b>
[Q22c MitigatingActionsGenderTransgender]
<b>Responsible Officer for mitigating actions for Gender identity/transgender</b>
[Q22d ResponsibleOfficerGenderTransgender]
<b>23. Negative impacts and Mitigating actions for Race</b>
<b>Are there negative impacts for Race</b>
[Q23a AreThereNegativeImpactsRace]
<b>Negative impacts for Race</b>
[Q23b NegativeImpactsRaceDetail]
<b>Mitigating actions for Race</b>
[Q23c MitigatingActionsRace]
<b>Responsible Officer for mitigating actions for Race</b>
[Q23d ResponsibleOfficerRace]
<b>24. Negative impacts and Mitigating actions for Religion and belief</b>

<b>Are there negative impacts for Religion and belief</b>
[Q24a AreThereNegativeImpactsReligionBelief]
<b>Negative impacts for Religion and belief</b>
[Q24b NegativeImpactsReligionBelief]
<b>Mitigating actions for Religion and belief</b>
[Q24c MitigatingActionsReligionBelief]
<b>Responsible Officer for mitigating actions for Religion and Belief</b>
[Q24d ResponsibleOfficerReligionBelief]
<b>25. Negative impacts and Mitigating actions for Sexual Orientation</b>
<b>Are there negative impacts for Sexual Orientation</b>
[Q25a AreThereNegativeImpactsSexualOrientation]
<b>Negative impacts for Sexual Orientation</b>
[Q25b NegativeImpactsSexualOrientationDetail]
<b>Mitigating actions for Sexual Orientation</b>
[Q25c MitigatingActionsSexualOrientation]
<b>Responsible Officer for mitigating actions for Sexual Orientation</b>
[Q25d ResponsibleOfficerSexualOrientation]
<b>26. Negative impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>Are there negative impacts for Pregnancy and Maternity</b>
[Q26a AreThereNegativeImpactsPregnancyMaternity]
<b>Negative impacts for Pregnancy and Maternity</b>
[Q26b NegativeImpactsPregnancyMaternityDetail]
<b>Mitigating actions for Pregnancy and Maternity</b>
[Q26c MitigatingActionsPregnancyMaternity]
<b>Responsible Officer for mitigating actions for Pregnancy and Maternity</b>
[Q26d ResponsibleOfficerPregnancyMaternity]
<b>27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships</b>
<b>Are there negative impacts for Marriage and Civil Partnerships</b>
[Q27a AreThereNegativeImpactsMarriageCivilPartnership]
<b>Negative impacts for Marriage and Civil Partnerships</b>
[Q27b NegativeImpactsMarriageCivilPartnershipsDetail]
<b>Mitigating actions for Marriage and Civil Partnerships</b>
[Q27c MitigatingActionsMarriageCivilPartnership]
<b>Responsible Officer for Marriage and Civil Partnerships</b>
[Q27d ResponsibleOfficerMarriageCivilPartnership]
<b>28. Negative impacts and Mitigating actions for Carer's responsibilities</b>
<b>Are there negative impacts for Carer's responsibilities</b>
[Q28a AreThereNegativeImpactsCarersResponsibilities]
<b>Negative impacts for Carer's responsibilities</b>
[Q28b NegativeImpactsCarersResponsibilitiesDetails]
<b>Mitigating actions for Carer's responsibilities</b>
[Q28c MitigatingActionsCarersResponsibilities]
<b>Responsible Officer for Carer's responsibilities</b>
[Q28d ResponsibleOfficerCarers]

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## DPIA Project Information

**Title:**

Strengthening Independence Service (SIS) Transfer from CYPE to ASCH

**Project ID:**


441

**Project Timeframe for Data Collection:**

In less than 3 months

## DPIA Screening Questions

Question Number	Question	Answer
1	I understand that, by selecting Yes, I am confirming I am the project manager for the project or activity for which this DPIA screening tool is being carried out.	Yes
2	I understand that by ticking this box I am confirming that I have undertaken the Data Protection Essentials training module on delta.	Yes
3	Is this project a change to an existing process, or is it a new processing activity?	New processing activity
4	Has a DPIA for this been previously submitted?	No
5	If a DPIA was submitted - Was legal advice recommended?	No
6	When did the planning stage of this project begin?	10/21/2024
7	Is this screening tool for the use of a surveillance camera, including CCTV, dash cam and body worn cameras?	No
8	If Yes - Is this DPIA a proposal for a new deployment, or the expansion of an existing surveillance system?	
9	Which data protection regime will you be processing under?	UK GDPR Data Protection Act 2018 Part 3
10	Please outline the project including the types of data, software, processors, and how the data will be used	There was a decision made to transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education directorate to the Adult Social Care and Health directorate from April 2025 including a transfer of workforce in services.  Transitions involve facilitating young people's



move from children's services to adult services and typically occur between ages 18 and 25 for those with learning and physical disabilities.

Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role.

To address this, the proposal is to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service from the Children, Young People and Education (CYPE) Directorate, to the Adult Social Care and Health (ASCH) Directorate meaning young adults will receive support from adult social care to better support them for independence

Staff moving between directorates are engaged and, although this won't materially change the service, external partners will be engaged to make them aware. People who draw on care and support will be engaged and/or consulted with, should there be any proposals to make changes to the service in the future.

Implementation plans are developed to transfer the personnel and systems across the directorates and will ensure the transfer seamlessly integrates with the strategic objectives of the council and both CYPE and ASCH. Young adults who draw on care and support will not see or feel a difference and service continuity will be maintained with plans developed to minimize disruption to service delivery.

To facilitate the changes, HR Oracle will need to be amended for staff and the Strengthening Independence Service (SIS) who currently uses the systems LAS and Liberi will have to transfer over to Mosaic.

It has been agreed that although the Strengthening Independence Service (SIS) new structure of reporting to ASCH will be implemented from April. The transfer of data on LAS and Liberi will not have happened by then so staff will continue to use both Liberi and LAS until Mosaic is ready to go and the data has been



transferred across.

The type of data being transferred  
 Liberi would stay as children under 18  
 all client data from 18-25, need assessment,  
 plans, reviews, case work, child, name, dob,  
 address and all demographic of client data

This data will be used for case notes of those  
 Young People being supported within the  
 Strengthening Independence Service (SIS) and  
 payments of care packages.

11

Within your project are you planning to:

Use systematic and extensive profiling or automated decision making to make significant decisions about people?

Process special category data or criminal offence data on a large scale?

Systematically monitor a publicly accessible area on a large scale?

Make decisions on someone's access to a service product opportunity or benefit which is based on automated decision making (including profiling), or involves the processing of special category data?

Carry out profiling on a large scale?

Combine, compare, or match data from multiple sources?

Process personal data which could result in a risk of physical harm in the event of a personal data breach?

Use systematic and extensive profiling or automated decision making to make significant decisions about people?

Process special category data or criminal offence data on a large scale?

Systematically monitor a publicly accessible area on a large scale?

Make decisions on someone's access to a service product opportunity or benefit which is based on automated decision making (including profiling), or involves the processing of special category data?

Carry out profiling on a large scale?

Combine, compare, or match data from multiple sources?

Process personal data which could result in a risk of physical harm in the event of a personal data breach?

12

Or are you planning to:

Process biometric data?

Process genetic data (other than by a GP or health professional to provide healthcare)?

Use innovative technology?

Process personal data without providing a privacy notice directly to the individual?

Process personal data in a way which involves

Process biometric data?

Process genetic data (other than by a GP or health professional to provide healthcare)?

Use innovative technology?

Process personal data without providing a privacy notice directly to the individual?

Process personal data in a way which involves

tracking individual's online or offline location or behaviour?

Carry out evaluation or scoring?

Carry out systematic monitoring?

Process sensitive data or data of a highly personal nature?

Process personal data on a large scale?

Match or combine datasets?

Process data concerning vulnerable data subjects?

Carry out any innovative use of personal data or apply new technological or organisational solutions?

Carry out any processing which involves preventing data subjects from exercising a right or using a service or contract?

Carry out automated decision making with legal or significant effects?

## DPIA Core Questions

Question Number	Question	Answer
1	What is your project aim?	<p>The aim of this project is to There was a decision made to transfer the 18-25 section of the Strengthening Independence Service (SIS) from the Children Young People and Education directorate to the Adult Social Care and Health directorate from April 2025 including a transfer of workforce in services.</p> <p>Transitions involve facilitating young people’s move from children’s services to adult services and typically occur between ages 18 and 25 for those with learning and physical disabilities.</p> <p>Under the current arrangements the Corporate Director Children, Young People, and Education (DCS) is overseeing a group falling outside their statutory role.</p> <p>To address this, the proposal is to transfer the statutory functions delivered by the 18-25 section of the Strengthening Independence Service from the Children, Young People and Education (CYPE) Directorate, to the Adult Social Care and Health (ASCH) Directorate meaning young adults will receive support from adult social care to better support them for independence</p> <p>Staff moving between directorates are engaged and, although this won’t materially change the service, external partners will be engaged to make them aware. People who draw on care and support will be engaged and/or consulted with, should there be any proposals to make changes to the service in the future.</p> <p>Implementation plans are developed to transfer the personnel and systems across the directorates and will ensure the transfer seamlessly integrates with the strategic objectives of the council and both CYPE and ASCH. Young adults who draw on care and support will not see or feel a difference and service continuity will be maintained with plans developed to minimize disruption to service delivery.</p>

To facilitate the changes, HR Oracle will need to be amended for staff and the Strengthening Independence Service (SIS) who currently uses the systems LAS and Liberi will have to transfer over to Mosaic.

It has been agreed that although the Strengthening Independence Service (SIS) new structure of reporting to ASCH will be implemented from April. The transfer of data on LAS and Liberi will not have happened by then so staff will continue to use both Liberi and LAS until Mosaic is ready to go and the data has been transferred across.

The type of data being transferred Liberi would stay as children under 18 all client data from 18-25, need assessment, plans, reviews, case work, child, name, dob, address and all demographic of client data

This data will be used for case notes of those Young People being supported within the Strengthening Independence Service (SIS) and payments of care packages.

2	Are all of the categories of personal data identified in the data question necessary for you to achieve this aim?
3	What are the categories of data subjects whose data will be processed?
4	What is the nature of the relationship with the individual?
5	Are there any other organisations other than KCC who will be involved in this project?
6	Please name the organisations and their roles.
7	Tick to confirm which of the following you have in place with the organisations
8	How will the personal data be collected?
9	How will the personal data be collected from the individual?
10	Will the data be shared with:

11	Do you have a copy of the privacy notice that data subjects will be provided with at the point their data is collected?
12	Does the privacy notice state that data will be shared with your team for the purpose you will be using it for?
13	How will the data be shared with your team securely?
14	What steps will you take to ensure the data you collect and/or use is accurate?
15	In what system(s) will the data be stored?
16	Where are the servers for the system(s) located?
17	What is the current state of technology in this area?
18	How will the security of the data be ensured when it is transferred outside of the UK?
19	How will the security of the data be ensured in transit and at rest?
20	Are there any prior concerns over this type of processing or any security flaws
21	Please tick to confirm the following statement is true:
22	Describe how the personal data will be used to achieve your project aim
23	How long will the data be retained for?
24	Is the same retention period cited in all documentation?
25	At the end of the retention period will the data be:
26	What processes do you have in place to ensure that the retention period is adhered to?
27	Please tick to confirm the following statement is true
28	Is there a KCC privacy notice for this use of personal data?
29	Please link to the draft/ published privacy notice



30	Is there an easy read privacy notice for this use of personal data?
31	How will you ensure data subjects read the privacy notice and understand how their data will be used at the point of data collection?
32	How will you support data subject rights
33	What measures will you put in place to prevent data being used beyond the purposes outlined in your privacy notice?
34	Are there any current issues of public concern that you should factor in?
35	Consultation: Please summarise the responses of data subjects you have consulted with on the topic of this project.
36	Consultation: ICT Compliance and Risk
37	Consultation: Please summarise the Caldicott Guardian's response and any recommendations
38	Consultation : please summarise the responses and recommendations of any other individuals or organisations you have consulted with.
39	Are you signed up to any approved code of conduct or certification scheme?
40	When is the processing of personal data for this project due to begin?

## Data Collection

<b>Data Category</b>	<b>Data being Collected</b>
<b>Basic Data</b>	Name Date of birth Email address Telephone/mobile number Address Postcode NHS number Identification number
<b>Basic Data</b>	Name Date of birth Email address Telephone/mobile number Address Postcode NHS number Identification number
<b>Basic Data</b>	Name Date of birth Email address Telephone/mobile number Address Postcode NHS number



Identification number

**Basic Data**



Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

Identification number

**Basic Data**



Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

Identification number

**Basic Data**



Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

	Identification number
<b>Basic Data</b>	Name
	Date of birth
	Email address
	Telephone/mobile number
	Address
	Postcode
	NHS number
	Identification number
<b>Basic Data</b>	Name
	Date of birth
	Email address
	Telephone/mobile number
	Address
	Postcode
	NHS number
	Identification number
<b>Basic Data</b>	Name
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	Telephone/mobile number
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	Postcode
	NHS number

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<b>Basic Data</b>	Name
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	NHS number
	Identification number
<b>Basic Data</b>	Name
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	NHS number
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<b>Basic Data</b>	Name
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<b>Basic Data</b>	Name
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	Telephone/mobile number
	Address
	Postcode
	NHS number





Identification number



**Basic Data**

Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

Identification number



**Basic Data**

Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

Identification number



**Basic Data**

Name

Date of birth

Email address

Telephone/mobile number

Address

Postcode

NHS number

	Identification number
<b>Basic Data</b>	Name
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<b>Basic Data</b>	Name
	Date of birth
	Email address
	Telephone/mobile number
	Address
	Postcode
	NHS number
	Identification number
<b>Special Category Data</b>	Racial or ethnic origin
	Religious or philosophical beliefs
	Physical or mental health
	Sexual orientation or sex life
	Genetic or biometric data
<b>Special Category Data</b>	Racial or ethnic origin
	Religious or philosophical beliefs
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	Sexual orientation or sex life
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<b>Special Category Data</b>	Racial or ethnic origin Religious or philosophical beliefs



	Physical or mental health
	Sexual orientation or sex life
	Genetic or biometric data
<b>Special Category Data</b>	Racial or ethnic origin
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	Religious or philosophical beliefs
	Physical or mental health
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	Genetic or biometric data

**Special Category Data**

- Racial or ethnic origin
- Religious or philosophical beliefs
- Physical or mental health
- Sexual orientation or sex life
- Genetic or biometric data

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- Religious or philosophical beliefs
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<b>Special Category Data</b>	<p>Racial or ethnic origin</p> <p>Religious or philosophical beliefs</p> <p>Physical or mental health</p> <p>Sexual orientation or sex life</p> <p>Genetic or biometric data</p>
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<b>Special Category Data</b>	<p>Racial or ethnic origin</p> <p>Religious or philosophical beliefs</p> <p>Physical or mental health</p> <p>Sexual orientation or sex life</p> <p>Genetic or biometric data</p>
<b>Special Category Data</b>	<p>Racial or ethnic origin</p> <p>Religious or philosophical beliefs</p> <p>Physical or mental health</p>

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	Genetic or biometric data
<b>Special Category Data</b>	Racial or ethnic origin
	Religious or philosophical beliefs
	Physical or mental health
	Sexual orientation or sex life
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<b>Special Category Data</b>	Racial or ethnic origin Religious or philosophical beliefs Physical or mental health Sexual orientation or sex life

	Genetic or biometric data
<b>Criminal Offence Data (UK GDPR)</b>	Criminal Data will be collected
<b>Criminal Offence Data (UK GDPR)</b>	Criminal Data will be collected
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<b>Criminal Offence Data (UK GDPR)</b>	Criminal Data will be collected
<b>Criminal Offence Data (UK GDPR)</b>	Criminal Data will be collected
<b>Criminal Offence Data (DPA Part 3)</b>	No data is being collected under this category
<b>Surveillance Camera</b>	No data is being collected under this category

## Data Collection Questions

Data Group	Question Number	Question	Answer
Basic Data	1	The Article 6 lawful basis for this processing activity is:	
Basic Data	2	Please outline which element of the project relies on the identified lawful basis	
Special Category Data	1	Please identify the Article 9 basis being relied upon for the processing of special category data	
Special Category Data	2	If you are relying on condition (a) please state which element of the project relies on explicit consent, and outline the process you have for collecting, recording, and withdrawing consent	
Special Category Data	3	If you are relying on condition (b), (h), (i), and/or (j) you must also identify at least one of the additional conditions from Schedule 1, Part 1 of the DPA 2018	
Special Category Data	4	If you are relying on condition (b), (h), (i) and/or (j) you must outline which element of the project relies on this condition	
Special Category Data	5	If you are relying on condition (g) you must identify at least one of the additional conditions from Schedule 1 Part 2 of the DPA 2018	
Special Category Data	6	If you are relying on condition (g) (substantial public interest) you must outline which element of the project relies on this condition	
Special Category Data	7	If you are relying on condition (c), (d), (e), and/or (f) you must outline which element of the project relies on this condition	
Criminal Offence Data (UK GDPR)	1	Where you are processing criminal offence data under the UK GDPR, you must identify at least one of the additional conditions from Schedule 1, Part 3 of the Data Protection Act 2018	



**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 – Thursday 6 January 2025**

**Subject: LGSCO Public Decision Action**

**Classification: Unrestricted**

**Past Pathway of report:** None

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

**Electoral Division:** N/A

**Summary:**

This report outlines the actions the Council has taken and proposes to take in response to the Report by the Local Government and Social Care Ombudsman (LGSCO) Investigation into a complaint about Kent County Council (reference 230005792) published on 22<sup>nd</sup> July 2024.

The Ombudsman has outlined in the report that the Council should consider report at the meeting of the Council Children's, Young People and Education Cabinet Committee.

**Recommendation(s):**

The committee is asked to note the contents of the report and the actions the Council intends to take as a result.

## **1.Introduction**

1.1 The Local Government and Social Care Ombudsman published a final decision response on 22<sup>nd</sup> July 2024 regarding a child who had been out of school for two years without any education due to the delays in amending the Education. Health and Care plan. The child required a Special School. The Ombudsman made final recommendations, which were as follows:

- The council apologises for the faults identified and the impact on the family
- Offer a symbolic payment of £16,400 to acknowledge the impact on the child's education
- Offers a symbolic payment of £2,000 to acknowledge the impact on Ms M and B's sister

- Takes whatever action is necessary to ensure the child returns to an appropriate school without further delay.

1.2 The Ombudsman can make recommendations to Councils to ensure similar faults do not happen again. They noted that “The Government issued an Improvement Notice in March 2023 which required the council, and its partners, to develop a rapid improvement plan. The plan is overseen by the Government, with monitoring visits from the Department of Education and Ofsted. The Ombudsman, therefore, did not make further recommendations but asked the Council reflect on this complaint and explain how it will ensure the Placement Panel supports the Council to make sound and timely decisions in the future.”

1.3 The Ombudsman also recommended that the Council made an action plan for how it intended to secure B’s return to education, sends them a copy, within two weeks of the final decision.

1.4 The Ombudsman also recommended that this report be presented to both the Childrens, Young People and Education committee and the SEND Sub-Committee.

## **2. Actions on the recommendations**

2.1 Since the Ombudsman’s final decision was issued, the council has apologised to the family, provided payment as agreed and submitted evidence regarding the changes in placement panel. The family have since moved out of Kent.

2.2 The events and lack of action by the council took place over the period leading to an Improvement Notice in March 2023. As a result, Kent put in place an Accelerated Action Plan (APP) which was agreed by the Department for Education (DoE).

2.3 The Improvement Notice was lifted in August 2024. Regardless of the lifting of the improvement notice, we are committed to continuing to work on improving the SEN service.

2.4 There are a number of specific actions from APP which will have had an impact on improving services and issues that were raised in relation to this complaint and time period, these include:

- Implementation of new communication working practices by SEND officers in relation to keeping parents informed during education, health and care processes (1A2)
- Implementation of SEND redesign – to implement the teams created under the SEND redesign and ensure operational guidance for Casework, Assessment and Placement Teams in place and understood (1C4)

- Review of Special Schools. The scope of the review: Planning for sufficiency of special school places; Reviewing the designation and admission criteria; Reviewing the principles for funding of special schools; Reviewing the role of special schools in supporting children and young people with SEND in mainstream schools. (2C1)
- Process Improvements for Annual Reviews. (6D1)
- Development of annual review best practice model and dissemination to frontline teams. (6D3)
- Review the staffing capacity required to ensure compliance with statutory review timescales. (6H1)

2.5 A review of the process of Independent Placement Panel (now referred to as High Cost Placement Panel). This has resulted in changes to process which include:

- Revised High Cost Placement form and evidence expectation
- Review of panel membership
- Further development of how outcomes are communicated including use of SharePoint for all documentation to officers can access outcomes 'live time'
- Ongoing collation and analysis of reasons for agree, defer and decline decision to inform practice and refine decision making
- The establishment of a Complex Case Meeting specifically for CYP where there have been challenges in decision making – under this system the child referenced in the report would be a standing agenda item until suitably placed

### **3. Financial Implications**

3.1 The Ombudsman made a recommendation of a financial remedy in this case. This has been paid to the family.

3.2 The other service changes made as a result of the Ombudsman's recommendations have been made within the current budget allocation.

### **4 Legal implications**

4.1 The Council as far as it can so far, have fulfilled the obligations to the Ombudsman's recommended actions. Should the Council comply with the Ombudsman's recommendations and improve the service in line with the APP, there should be no further reports on this particular case.

4.2 The Ombudsman will review cases on a case-by-case basis. Where it feels there a systemic issues, they may decide to issue a public report, however there is recognition that the Council was placed under an improvement notice and that it has made efforts to improve services.

## 5 Governance

5.1 Following the committee's discussion, we will be supplying the link to the webcast, copies of the minutes and any remaining evidence asked for by the Ombudsman.

## 6.

### Recommendation(s):

The committee is asked to note the contents of the report and the actions the Council intends to take as a result.

## 7 Background Documents

Appendix A – Local Government and Social Care Ombudsmen Case 22 03 403

Appendix B – Accelerated Progress Plan ([Kent improvement plan for special educational needs and disabilities \(SEND\) - Kent County Council](#))

## 8. Contact details

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## **The Ombudsman's final decision**

Summary: Ms M's son, B, has been out of school for two years without any education because of delays by the Council amending his Education, Health and Care (EHC) Plan. He should have a special school place. The impact on Ms M and her family has been very significant. We have recommended a symbolic financial payment and urge the Council to secure suitable education for B without further delay.

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## **The complaint**

1. Ms M complains about delay by the Council finding a school place for her son, B. Ms M complains B has been out of education since July 2022. She says B used to enjoy going to school and being outdoors, but he will no longer leave the house. This has had a significant impact on Ms M's family.

## **The Ombudsman's role and powers**

2. We investigate complaints about 'maladministration' and 'service failure'. In this statement, I have used the word fault to refer to these. We must also consider whether any fault has had an adverse impact on the person making the complaint. I refer to this as 'injustice'. If there has been fault which has caused injustice we may suggest a remedy. (Local Government Act 1974, sections 26(1) and 26A(1), as amended)
3. Once we are satisfied with an organisation's actions or proposed actions, we can complete our investigation and issue a decision statement. (Local Government Act 1974, section 30(1B) and 34H(i), as amended)
4. Under our information sharing agreement, we will share this decision with the Office for Standards in Education, Children's Services and Skills (Ofsted).

## **How I considered this complaint**

5. I considered information provided by Ms M and the Council. I invited Ms M and the Council to comment on my draft decision.

## **What I found**

6. Ms M's son, B, has an Education, Health and Care (EHC) Plan maintained by the Council.

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7. The Council proposed a special school when it issued B's first EHC Plan, but Ms M wanted him to attend a mainstream school for his early years and KS1 education. B started mainstream primary school in September 2019.
  8. The school held an annual review meeting on 7 December 2021. The papers note the Council had agreed B would transfer to a special school in September 2022.
  9. The Council consulted Ms M's preferred special school in January 2022. However, the school was heavily oversubscribed and unable to offer B a place.
  10. The Council consulted a further eight schools. Only one, an independent special school, was able to offer B a place. Ms M asked the Council to name the school in B's EHC Plan.
  11. The Council's placement panel considered Ms M's request four times between 19 October and 29 November 2022, but would not agree to name the school.
  12. The panel deferred making a decision on two occasions in order to (re)consult schools. On another occasion the panel deferred making a decision to seek advice from the principal educational psychologist. No further advice was received. The panel mistakenly noted there was no indication B needed a special school or a change in provision when the Council had already decided he needed a special school.
  13. Ms M complained to the Council on 20 January 2023.
  14. The placement panel agreed to name the independent special school on 14 March 2023. However, B was unable to join the school as there was no longer a place available for him.
  15. Ms M complained to the Ombudsman on 17 July 2023. The Council had been unable to respond to her complaint due to a backlog of complaints.
  16. B has been out of school since September 2022.

### **Education, Health and Care Plans: the law**

17. An Education, Health and Care (EHC) Plan describes a child's special educational needs and the provision required to meet them. It may also name the school the child will attend.
18. The Council must secure the special educational provision specified in the Plan for the child or young person. The Courts have made it clear the Council's duty to arrange provision is owed personally to the child and cannot be delegated.
19. The Council must review and amend, if necessary, a child's EHC Plan at least once every 12 months. The procedure for reviewing and amending an Education, Health and Care Plan is set out in legislation and Government guidance.
20. The process begins with a review meeting which is usually organised by the school on behalf of the Council.
21. Following the meeting, the school must send a report to the Council and the Council must decide within four weeks whether it intends to make changes to the child's Plan.
22. If it decides to amend the Plan, the Council must notify the parents of the changes it intends to make and invite them to request a particular school. A recent court judgement confirmed this must happen within 4 weeks of the review meeting.
23. Councils must consult with schools before naming them in a child's Plan.

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24. The law says that Councils must name a parent's preferred school in their child's Plan, so long as the school is suitable and the child's attendance would not be an inefficient use of resources.
  25. The Council must issue the final Plan as quickly as possible and within eight weeks of sending the draft Plan.
  26. Parents have a right of appeal to the SEND Tribunal if they disagree with the special educational provision or the school named in their child's Education, Health and Care Plan.

### **Education for children who do not attend school**

27. The Council has a duty, outlined below, to arrange suitable education for children who would not otherwise receive suitable education. The Council is – in effect – a "safety net".
28. The Education Act 1996 says every council shall "make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them." (Education Act 1996, section 19(1))
29. *Suitable education* means efficient education suitable to a child's age, ability and aptitude and to any special educational needs he may have. The Council must consider the individual circumstances of each particular child and be able to demonstrate how it made its decision.
30. The education provided by the Council must be *full-time* unless the Council determines that full-time education would not be in the child's best interests for reasons of the child's physical or mental health.

### **What went wrong**

#### **Amending B's EHC Plan**

31. B's school held an annual review meeting on 7 December 2021. The Council did not send a formal 'amendment notice' to Ms M outlining the changes it proposed to make to B's Plan and inviting her to request a new school.
32. Nevertheless, the Council began consultations with other schools. The Council made a decision about which school B should attend in March 2023, sixty-six weeks after the annual review meeting. This was 52 weeks late.
33. Unfortunately, the school the Council decided B should attend was full and could not offer a place. B is still without a school place. This is fault.
34. Where we find fault, we consider the impact on the complainant. We refer to this as the injustice.
35. The Council should have completed the annual review within 12 weeks of the meeting in December 2021. If it had, it is more likely than not the Council would have agreed B should transfer to a special school in September 2022. This was the Council's decision in March 2023 and appears to have been the Council's plan all along. It is also likely there would have been a place available for him at one of Ms M's preferred schools.
36. B should have attended a special school since September 2022. He has not, in fact, attended school at all. This is a considerable injustice.
37. We may recommend a remedy for injustice that is the result of fault by the Council. My recommendations are at the end of this statement.

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38. But I would first like to highlight significant fault by the Placement Panel that considered which school B should attend. I appreciate placement decisions can be complicated, and it is entirely for the Council to decide how it makes decisions.
39. Nevertheless, any system the Council puts in place must support the Council to comply with its statutory duties and make sound and timely decisions. This was not the case in this instance.
40. Nine months had already passed since the annual review meeting before B's case reached the Placement Panel. The Panel took a further five months to make a decision. The whole process should have taken no more than three months from the date of the annual review meeting. These are very significant delays in the life of a young child.
41. The Placement Panel decided the Council should re-consult schools which had already said they could not meet B's needs or offer him a place. Whether this was in the hope the schools could be persuaded to change their mind, or whether it is an acknowledgement of the significant amount of time that had passed since the schools were first consulted, it proved unsuccessful.
42. Only one school had offered B a place. I have not seen any evidence to suggest the Placement Panel's decision to re-consult schools was made to address B's needs or an attempt to meet Ms M's preference. The Council was no doubt anxious to fulfil its duty to ensure the efficient use of public funds. But it should have done that in the eight weeks following its decision to amend B's Plan at the end of 2021. The Placement Panel contributed significantly to the delay and the education B has missed.
43. Not only was there delay, the Placement Panel does not appear to have properly considered all the evidence. The Panel decided in November 2022 that B did not need a special school, or even a change of placement, despite evidence which shows the Council had decided B needed a special school as early as 2019 and he had made very little progress in mainstream education. The Panel changed its mind following a further annual review in February 2023, yet nothing had changed since the Panel first considered B's case in November 2022.
44. We can also make recommendations to ensure similar faults do not happen again. I shall invite the Council to learn from this complaint and explain how the Placement Panel will support the Council to make sound and timely decisions in the future.

#### **B's absence from school**

45. B's school said it would not be possible to support him in KS2 and they did not want to hold him back in KS1 when his peers moved on. Ms M and the school decided B would not attend from September 2022.
46. The Council says it reminded the school of its duty to provide B's education. However, the school was unable to find tutors who could meet B's needs and Ms M was unable to find therapists to deliver B's therapy at home despite considerable effort. B was without education, and the special educational provision in his EHC Plan, from September 2022.
47. In response to my enquiries, the Council acknowledged its duty to arrange the special educational provision in B's EHC Plan and its duty to make alternative arrangements for his education if he would not otherwise receive suitable education. The Council accepted it was at fault and apologised.
48. The Council said it began the search for tutors to provide alternative education in October 2023. The search proved difficult, however. The Council made a further

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referral in December 2023 which it followed up in January 2024. A tutor visited B in May 2024, but was unable to meet his needs. B has not received any alternative education while he has been out of school

49. The injustice to B is very significant. He had been out of school for over a year before the Council began the search for tutors to provide alternative education. The search was unsuccessful. B has been without education for all this time. And in any event, he should have had a place at a special school.
50. This has also had a significant impact on Ms M and B's sibling. Ms M has looked after B at home for almost two years when he should have been at school. Ms M tells me that B's condition has worsened while he has been out of school and he now rarely leave the house. This has a significant impact on family life.

### **Agreed action**

51. We have published guidance to explain how we recommend remedies for people who have suffered injustice as a result of fault by a council. Our primary aim is to put people back in the position they would have been in if the fault by the Council had not occurred. When this is not possible, as in the case of Ms M and B, we may recommend the Council makes a symbolic payment.
52. Delay by the Council amending B's EHC Plan following the December 2021 annual review meant B has not had the special school place he should have had since September 2022. The Council has yet to identify a suitable school. B has been out of school for almost two years.
53. Delay by the Council arranging alternative education when he was no longer receiving suitable education at school meant that B has not received any education at all while he has been out of school.
54. B has also missed out on the social contact with his peers he would have had at school.
55. I recommended the Council:
  - apologises for the faults I have identified and the impact on Ms M and B;
  - offers a symbolic payment of £16,400 to acknowledge the impact on B's education;
  - offers a symbolic payment of £2,000 to acknowledge the impact on Ms M and B's sister;
  - takes whatever action is necessary to ensure B returns to an appropriate school without further delay, and that he receives suitable alternative education in the meantime. Ms M says B requires the therapies in his EHC Plan even if he does not have a school place. The Council should produce an action plan to address these issues and send us a copy.
56. We can also make recommendations to ensure similar faults do not happen again. The Government issued an Improvement Notice in March 2023 which required the Council, and its partners, to develop a rapid improvement plan. The plan is overseen by the Government, with monitoring visits from the Department for Education and Ofsted. I shall not, therefore, make further improvement recommendations, but I ask the Council to reflect on this complaint and explain how it will ensure the Placement Panel supports the Council to make sound and timely decisions in the future.

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57. I recommended the Council makes an action plan for how it intends to secure B's return to education, and sends us a copy, within two weeks of my final decision; makes the apology and payments within six weeks of my final decision; and explains any changes to the Placement Panel within eight weeks of my final decision.
  58. I recommended the Council presents a copy of my final decision to the next meeting of the Council's Children's, Young People and Education Cabinet Committee and also the SEND Sub-Committee.
  59. The Council accepted my recommendations.
  60. The Council should provide us with evidence it has complied with the above actions.

### **Final decision**

61. I have ended my investigation as the Council accepted my findings and recommendations.

### **Investigator's decision on behalf of the Ombudsman**

**From:** *Sue Chandler Cabinet Member for Integrated Children Services*

*Sarah Hammond-Corporate Director Children Young People and Education*

**To:** *Children's, Young People and Education Cabinet Committee-  
16<sup>th</sup> January 2025*

**Subject:** *In-House Provision*

**Key Decision :** *Yes, under the following criteria:*

- *Savings or expenditure of more than £1m*
- *Involves significant service development, either County-wide or in a particular locality.*

**Classification:** *Unrestricted (Appendix 4 – Business Case is restricted)*

**Past Pathway of report:** *None*

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

**Electoral Division:** *Should the decision proceed into implementation, the project will scope where in the County in-house provisions will be located so at this time could affect all divisions.*

**Summary:** Increasing residential placements costs within children's services was identified as a critical area within 'Securing Kent's Future' (2023). As part of our long-term financial sustainability planning for Children's High-Cost Placements, investment in Kent County Council's own in-house provision is considered as part of a range of options to deliver best value and better outcomes for children.

The proposed decision is an invest to save proposal by KCC to develop and offer its own Ofsted registered children's residential homes to address high-cost placements, for children whose needs require support in such provision.

Investing in our own in-house provision will achieve better outcomes for children through positive behaviour approaches, deliver revenue savings over the Medium-Term Financial Plan period and enhance financial sustainability of service delivery, as part of our longer-term strategy for mixed provision (both in-house and commissioned).

**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 Integrated Children's Services on the proposed decision as detailed in Appendix A

## 1. Introduction

KCC's current policy is to commission placements from private providers, in spot purchasing arrangements given the immediate and complex needs of children. This means our costs are determined by market forces and pricing decisions by providers, which whilst influenced through our commissioning approach, limits our financial control. Having an element of in-house provision would enable the Council to control costs more directly (e.g. property and staffing costs).

Children with complex needs require different types of care and support placements, which can lead to significant costs. These types of placements can often involve intensive ratios of staff support to keep the child safe and can involve specialist residential settings (in or out of county), with limited options available in the market. KCC is actively working to reduce the use of unregistered accommodation (i.e. accommodation which is not registered with OFSTED). Unregistered placements are used only exceptionally in an emergency when no alternative is available, in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.

Emergency unregistered provisions can sometimes be the highest costing placements where the providers may not have the necessary skills, experience and knowledge to work with the child and network to improve the child's experiences and outcomes.

Nationally, other local authorities have made the decision to invest in their own in-house provision, as well as commissioned provision, as part of a longer-term sustainable strategy for managing placement costs and rising demand for placements of children with complex needs. Many local authorities are already operating, or are in the advanced stages of delivering a range of types of accommodation, including in-house children's residential homes.

The proposal is to develop a short/medium term service (emergency provision) to support stabilisation of the child's complex behaviours and step down their needs whilst suitable longer-term provision in more 'home like' settings is secured to achieve better long-term outcomes. This aims to avoid the number of children being placed in expensive commissioned placements, and/or emergency unregistered placements.

## 2. Key Considerations

There are a number of key areas which the proposed decision aims to address including:

- Enhance outcomes and service quality for children
- Transition children to better matched and best value registered placements
- Enhance our social work offer for children, young people and families
- Mitigate risk to KCC and our children by reducing the likelihood of unregistered placements, poor continuity of care or inappropriate settings
- Use KCC's commissioning arrangements to further negotiate improved costs across the market



- Using strengths-based models, increase likelihood of future cost avoidance by increasing independence and stability, better outcomes and emotional toolkits for children accessing the service.
- Ensure KCC is acting lawfully in only placing children in registered children's homes under section 22C(6)(c) of the Children Act 1989

The proposed decision aims to achieve best value for the Council, which includes financial viability, cost-effectiveness, whether sustainable outcomes for children are likely to be enhanced and to increase quality of life and every day independence, skills, choice, control and personal agency.

Best value also considers maximising the value of our staffing and contract value to achieve better outcomes, maintaining support levels and our ability to flexibly deploy staff and offset emergency placement costs.

### **3. Background**

The increasing costs of children placements was identified as a critical area within Securing Kent's Future - Budget Recovery Strategy (2023). In 2024, the Children's High-Cost Placement programme was developed to progress the key activities that are needed to strengthen financial sustainability over the MTFP period, which included exploring in-house provision.

It is in our interest to support children to step down their needs to greater independence as when we do this it creates capacity for other children in the provision and enhances the longer-term outcomes for the children and less dependence on the Council's services. Stepping down a child's needs also builds up specialist knowledge and expertise in specialist provision, increased training for staff and continuity of staffing. With such a strong market influence on pricing in Kent, KCC has little leverage in influencing new provision or securing reasonable rates in existing external settings.

### **National and Local Context**

The unique situation of Kent as geographically the largest county, numerically with the most looked after children and on the edge of London means we draw heavily on the local placement market. In-house provision could be part of our future strategy to influence the market. Research indicates that a number of local authorities nationally and regionally are investing in their own in-house provision, as part of a longer term sustainable strategy to manage cost and demand.

Children placed in Kent are more likely to find a placement within the county than in comparators, and this is significantly the case in comparison to the region and wider country. This means that we are likely to have sufficient demand and a future pipeline of appropriate placements for the type of in-house provision being considered.

Additionally, Department for Education (DfE) capital funding has been offered to local authorities for development of a range of provision. This funding is equally open to Regional consortia (such as the Regional Care Co-Operative (RCCs)) although there is a risk that provision developed via regional groups would not assure delivery of places exclusively to the specific local authorities which are developing them.

## Service Context

Emergency unregistered provisions can sometimes be the highest costing placements. However, registered placements are also seeing expensive provision set up.

A deep dive into the increase in costs in residential provision for children was completed in 2019 and refreshed in 2024. This highlighted that the increase has been driven by regulation changes, increasing numbers of Looked after Children, risk and complexity of children's needs, limited availability of suitable foster placements, along with other local authorities placing in Kent in high numbers, usually paying more than KCC. Placing children out of the county and sometimes at significant distance has added to the cost of staff time and travel, supported family time and contact and the undertaking of reviews.

Developing an in-house offer by KCC is an opportunity to respond to rising demand of placements for children with complex needs, take some control back from a competitive and expensive private provision market whilst reducing the number of children within emergency unregistered placements. An investment in development of such services would enhance service quality for children and young people we support and offer substantial cost reduction/avoidance opportunities by having adequate provision in place and reducing the need for unregistered private provision.

## Strategy Dependencies

- **Sufficiency Strategy** - Kent County Council (KCC) has high aspirations for children, young adults and their families/carers and are committed to achieving permanency and stability for all children and young adults through our services and those of our partners. The strategy is in the process of being refreshed and will need to be aligned with the Council's position on in-house provision.
- **Framing Kent's Future**- The proposal aligns to the key priorities set within Framing Kent's Future through:
  - Priority 1, Levelling up Kent - In-house provision in Kent could support the Kent economy to be resilient with market changes as part of a long-term strategy with providers, whilst using preventative approaches to improve outcomes for children in Kent.
  - Priority 4, New Models of Care and Support - In-house provision could support some of the most complex and vulnerable children within Kent whilst enhancing commissioning practice, using innovative and alternative methods to deliver care and building on partnerships to deliver best outcomes.
- **Securing Kent's Future**- The proposal sets out a strong case for investment to create in-house provision as part of a longer-term financial sustainability strategy of mixed provision that will support the council in achieving its strategic objectives in Securing Kent's Future.

- **‘Keeping Children Safe, helping families thrive’ government strategy-** The strategy sets out plans to reset the children’s social care system including delivering a whole system and child centred approach to reform, resetting how national government works in collaboration with local government and local partners. This seeks to achieve:
  - Greater transparency on the costs of placements to support local authorities in commissioning and national government in oversight of the market
  - A new financial oversight scheme, led by the Department for Education, which will include development of a criteria for “difficult to replace” providers, new requirements on cash reserves to support transition to new ownership or closure and reduce the impact on children
  - Backstop power for the Secretary of State to set profit caps if the above measures do not have the desired effect
  - Introduction of a regulation making power for future use to govern local authority use of agency social workers within children’s social care, building on recent work in this area.
  - Introduction to a new provision to meet complex needs of children with challenging behaviour.

#### **4. Options considered and dismissed, and associated risk**

A wide range of options were considered in an options appraisal, informed by key stakeholders and subject matter experts. This included consideration of best value, the opportunities (e.g. potential benefits and ability to deliver critical success factors) and risks, impacts and potential challenges for each option.

The proposed recommended option is to develop four small children’s homes with two beds each, operating from C2 residential homes owned and operated directly by Kent County Council. The service would use positive behavioural approaches and therapeutic community support to stabilise and step down the needs of children. The homes would be Ofsted registered and staffed by KCC staff. The placements would be targeted at children with complex needs and in high-cost placements, including those placed temporarily in emergency unregistered provisions. Whilst KCC would continue to progress with developing its own provision, joint working with Health and Medway Council would be pursued alongside this option.

Whilst the risks of this option have been robustly considered, this small-scale provision is unlikely to risk the wider market retreating from developing specialist capacity in this area, or to be highly vulnerable to occupancy challenges. The service is being advised by Infrastructure on flexible property options where self-contained support can be managed within the premises.

It is recommended that the proposed decision is not the only approach as part of our longer-term strategy to meet our MTFP commitments and other workstreams within Children’s High-Cost Placements should be completed in tandem.

Other options which were explored but discounted in the options appraisal included:

- Do nothing and continue to utilise existing external providers and commissioning arrangements to lower placement costs including spot purchase from private providers. It was agreed that more needed to be done to reduce costs of higher costing placements for children (thereby ruling out the do-nothing approach).
- Jointly invest with Health and Medway Council in KCC's own residential property assets for short/medium term use with the intention to set up further provisions for long term care, developing support from therapeutic communities. Whilst it was recognised that this option was the most ambitious option and would result in the most benefits, due to the engagement with Health this would lengthen the timelines for the project considerably which would not align to the critical success factors of the project and the constraints of when the project would need to be delivered by.
- Use a phased approach with the initial focus on setting up targeted intervention (for example, therapeutic support for a set amount of time to reduce need and cost) for children who are high cost or who are likely to become high cost (including those in emergency unregistered placements) and commissioning solutions such as developing a framework of providers, block contract with private providers or commissioning a private provider. This option is the least risky as it does not require capital upfront to purchase provisions, however it was agreed this option should be completed as part of core business working in parallel with the proposed decision.

## **5. Financial Implications**

Total spend on residential care for Looked After Children (LAC) is forecast to be £52m in 2024-25. Spending on these externally purchased placements has increased by 57% (or £19M) in the past 2 years (£33m). In addition, current forecast spend on semi-independent placements is £14.5m this financial year. The majority of placement costs are funded from the General Fund, with a small contribution from health and/or Education where eligible.

The recommended option presents best value and is affordable and financially viable. The £3.8m capital investment was agreed in principle through KCC's Capital Funding governance arrangements but is subject to final approval of the budget at County Council in February 2025. Accounting for a range of revenue costs (including property, staffing and supported borrowing costs), the financial case shows that in-house provision is substantially more cost effective than private provision (£9.98m compared to £15.19m), with an overall net revenue saving of -£5.21m in the next 5 years, delivering savings over the Medium-Term Financial Plan (-£1.526m per annum from 2027/28 onwards). The savings are based on the assumption of minimum occupancy level, if higher levels of vacancies are experienced this will reduce the saving that can be achieved.

This revenue saving relates to KCC's agreed 2024-2027 budget (approved by County Council in February 2024) which set out the intention for delivering policy savings for Children's Residential Care (development of in-house residential units to provide an alternative to independent sector residential care placements – invest to save).

At this stage, whilst continuing to closely monitor potential options available in the property market, KCC has not identified specific properties which may be acquired. This is due to the limited C2 use class market and time sensitive nature of decision taking around property acquisitions. The decision therefore delegates authority to the Director of Infrastructure to identify and acquire property(s) to meet the service needs subject to this being within the capital envelope of £3.8m to facilitate the provision of four units and two beds each, or similar suitable provision to meet the needs of children and young people accessing this type of support.

As required in the Council's new Asset Management Strategy full lifecycle costings have been factored into the financial appraisal. This will ensure the acquisition of properties does not lead to additional pressures on the Council's limited maintenance budgets and to ensure the long-term financial sustainability of the service.

Should the proposal proceed into implementation this necessitates the requirement for the person carrying on and managing the children's home to be Ofsted registered. The decision whether to register is made by Ofsted and the time this process takes is outside of KCC's direct control, in other local authorities this has taken up to a year. There is a financial risk a delay in registration approval delays the operational start date and could impact the financial year when revenue savings could be achieved. The revenue costs take into account contingency that staff employed could be redeployed flexibly on other work whilst we await registration. The savings assumption includes an underoccupancy rate of 5% per annum once fully operational.

## **6. Legal Implications**

Children with complex needs need different types of care and support placements, which can be at significant cost to KCC. The definition of complex needs can mean different things, but often refers to people with complex behaviour support or health needs in the context of social care. We are not anticipating these services having significant physical health needs; however, many may have mental health needs, some behaviours of concern which could range from self-harm, high levels of violence, exploitation by others, drug or alcohol misuse. Other types of behaviours could be disengagement, or isolation, and so we work with children to reduce and replace these behaviours over time and build independence.

These types of placements can often involve intensive ratios of staff support to keep the child safe and can involve specialist residential settings (in or out of county), with limited options available in the market. This can sometimes lead to children exceptionally being placed in unregistered accommodation in an emergency when there is no alternative in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.

The further struggle for registered independent providers is their concern of losing their Ofsted registration due to statutory responsibilities to match children within placements. It is more difficult to match children with more complex needs with other children. Alternatively, providers may limit the number of children they care for reducing capacity and passing this cost to the Local Authority whilst operating at diminished capacity.

The key legal considerations associated with the development of registered children's homes by KCC are as follows:

- KCC has the power to develop and establish registered children's homes under section 53 of the Children Act 1989 and/or further to the general power of competence set out in section 1 of the Localism Act 2011.
- The ways in which looked after children are to be accommodated are set out in section 22C of the 1989 Act. Generally, local authorities must not place a child in an unregistered children's home. The only caveat to this is that unregistered accommodation may be used exceptionally in an emergency when there is no other alternative in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.
- Further to the Supported Accommodation (England) Regulations 2023, as of 28 October 2023, local authorities can accommodate a child aged 16 or 17 in supported accommodation only in circumstances where the owner/provider applied for Ofsted registration prior to that date. Given that any such application should now have been processed, the practical effect of this is that local authorities must not place children in or arrange supported accommodation if it is not registered with Ofsted.
- In accordance with the Care Standards Act 2000 and the Care Standards Act 2000 (Registration) (England) Regulations 2010, KCC will therefore need to seek registration of its children's homes and the manager(s) of the homes from Ofsted. If Ofsted is satisfied that (a) the requirements of regulations made under section 22; and (b) the requirements of any other enactment which appears to the registration authority to be relevant, are being and will continue to be complied with in relation to the establishment, it must grant the application. The relevant regulations are the Children's Homes Regulations 2015 ("the 2015 Regulations"). The Secretary of State has also published minimum standards under section 23 of the 2000 Act, which explain/supplement requirements imposed by the 2015 Regulations. These are the Guide to Children's Homes Regulations, including the Quality Standards"
- Assuming registration is granted, the children's homes and the manager(s) will then be subject to Ofsted's regulatory regime.
- It is a criminal offence for a person to carry on or manage a children's home (or supported accommodation) without being registered under the Care Standards Act 2000 in respect of it (section 11 of the Care Standards Act 2000).
- It is anticipated that the effect of the preferred option will be that there will be a reduction in the number of placements in unregistered accommodation.

The proposed decision includes delegations to the Director of Infrastructure to authorise the acquisition and alterations of properties required to implement the

service model. Property related legal advisors will be arranged and appointed via the Office of General Counsel as required to support transactions.

## **7. Equalities implications**

An Equality Impact Assessment was completed and found low level negative impacts on the protected characteristics at this stage of the proposal. Positive impacts were identified for the protected characteristics of age, disability and sex. This will be reviewed and updated as the proposal progresses and more detail is known, for example the type and location of the buildings.

## **8. Data Protection implications**

A Data Protection Impact Assessment screening was undertaken and found to have low level negative impacts to data protection with a full DPIA not required at this time. The DPIA will be maintained and updated as a live document throughout the duration of the proposal.

## **9. Other corporate implications**

The proposed decision is to progress to service implementation, working with Infrastructure to identify suitable property(s) for the delivery of the service. Until we identify the suitable properties, it is not possible to be specific about the district/area/community which the in-house provision may be located in. Once locations are identified, relevant Elected Members and District/Borough Councils within those areas will be engaged.

Infrastructure will need to review and agree all decision documents to ensure the necessary delegations are provided, that decisions are in line with adopted policy, and decisions are capable of implementation

## **10. Governance**

The appropriate governance processes of the council will be followed for the proposal.

If the decision is endorsed, the Director for Integrated Children's Services and Director of Children's Countywide Services will have delegated authority for operational implementation and the Director for Infrastructure will inherit main delegations via the officer scheme of delegation to purchase properties to set up provisions.

Progress on the In-House Provision project is overseen by the In-House Provision Project Steering Group and will be reported into the Children's High-Cost Placement Programme Board is within scope of the Strategic Reset Programme, with regular updates and exception reporting to the Strategic Reset Programme Board.

## **11. Conclusions**

KCC's current policy is to commission placements from private providers, in spot purchasing arrangements given the immediate and complex needs of children. This means our costs are determined by market forces and pricing decisions by providers,

which whilst influenced through our commissioning approach, limits our financial control. Having an element of in-house provision would enable the Council to control costs more directly (e.g. property and staffing costs).

Developing an in-house offer by KCC is an opportunity to respond to rising demand of placements for children with complex needs, take some control back from a competitive and expensive private provision market whilst reducing the number of children within unregistered placements. An investment in development of such services would enhance service quality for children and young people we support and offer substantial cost reduction/avoidance opportunities by having adequate provision in place and reducing the need for unregistered private provision.

As outlined in the document the proposed decision is not the only approach as part of our longer-term strategy to meet our MTFP commitments and includes other workstreams within Children's High-Cost Placements to be completed in tandem. The proposed decision is a pilot for in-house provision and if successful could be part of our longer term strategy to increase in-house provisions and enhance financial sustainability of service delivery.

The proposed decision is to progress to service implementation, working with Infrastructure to identify suitable property(s) for the delivery of the service. Until we identify the suitable properties, it is not possible to be specific about the district/area/community which the in-house provision may be located in. Once locations are identified, relevant Elected Members and District/Borough Councils within those areas will be engaged.

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## 12. Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **consider** and **endorse** or make **recommendations** to the Cabinet Member for Integrated Children's Services on the proposed decision as detailed in Appendix A

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## 13. Background Documents

- [Care Standards Act](#)
- [Securing Kent's Future](#) and [Framing Kent's Future](#)
- [Keeping Children Safe, Helping Families Thrive](#)
- [The Children Act 1989](#)

## 14. Appendices

- Appendix 1 - Proposed Record of Decision
- Appendix 2 - EQIA
- Appendix 3 - DPIA
- Appendix 4 Business Case as exempt appendix

## 15. Contact details



Report Author: Kevin Kasaven	Director: Sarah Hammond
Job title: Director of Children's Countywide Services	Job title: Corporate Director Children, Young People and Education
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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Sue Chandler

Cabinet Member for Integrated Children Services

### DECISION NUMBER:

24/00105

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

### Key decision: YES

*Key decision criteria. The decision will:*

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

### Subject Matter / Title of Decision: In House Provision

### Decision:

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

- (a) APPROVE the establishment of in-house provision for children and young people
- (b) Note that the progression of establishing an in-house model will require £3.8m capital funding to be allocated through the 2025 budget setting process and
- (c) AGREE that progression will be subject to Full Council's approval of the budget.
- (d) DELEGATE authority to the Corporate Director of Children, Young people and Education to design and implement the staffing and asset utilisation model to support the establishment of in-house provision for children and young people
- (e) DELEGATE authority to the Corporate Director of Children, Young people and Education, in consultation with the Cabinet Member for Integrated Children's Services, to initiate and progress the OFSTED registration process
- (f) DELEGATE authority to the Corporate Director of Children, Young people and Education to take other relevant actions, including but not limited to finalising the terms of and entering into required contracts or other legal agreements, as necessary to implement the decision
- (g) DELEGATE authority to the Director of Infrastructure, in consultation with the Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services, Corporate Director for Finance, and General Counsel, to approve and execute all relevant property matters as required to implement the decision.

### Reason(s) for decision:

Decision required because total value of expenditure/savings will exceed the threshold for a Key Decision and will have significant service developments.

Increasing residential placements costs within children's services was identified as a critical area within 'Securing Kent's Future' (2023). As part of our long-term financial sustainability planning for Children's High-Cost Placements, investment in Kent County Council's own in-house provision is considered as part of a range of options to deliver best value and better outcomes for children.

The proposed decision is an invest to save proposal by KCC to develop and offer its own Ofsted registered children's residential homes to address high-cost placements, for children whose needs require support in such provision.

Investing in our own in-house provision will achieve better outcomes for children through positive behaviour approaches, deliver revenue savings over the Medium-Term Financial Plan period and enhance financial sustainability of service delivery, as part of our longer-term strategy for mixed provision (both in-house and commissioned).

## **Background**

KCC's current policy is to commission placements from private providers, in spot purchasing arrangements given the immediate and complex needs of children. This means our costs are determined by market forces and pricing decisions by providers, which whilst influenced through our commissioning approach, limits our financial control. Having an element of in-house provision would enable the Council to control costs more directly (e.g. property and staffing costs).

Children with complex needs require different types of care and support placements, which can lead to significant costs. These types of placements can often involve intensive ratios of staff support to keep the child safe and can involve specialist residential settings (in or out of county), with limited options available in the market. KCC is actively working to reduce the use of unregistered accommodation (i.e. accommodation which is not registered with Ofsted). Unregistered accommodation is used only exceptionally in an emergency when there is no other alternative in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.

Nationally, other local authorities have made the decision to invest in their own in-house provision, as well as commissioned provision, as part of a longer-term sustainable strategy for managing placement costs and rising demand for placements of children with complex needs. Many local authorities are already operating, or in the advanced stages of delivering a range of types of accommodation, including in-house residential homes.

The proposal is to develop a short/medium term service (emergency provision) to support stabilisation of the child's complex behaviours and step down their needs whilst suitable longer-term provision in more 'home like' settings is secured to achieve better long-term outcomes. This aims to avoid the number of children being placed in expensive commissioned placements, and/or unregistered placements.

This aims to:

- Enhance outcomes and service quality for children
- Transition children to better matched and best value registered placements
- Enhance our social work offer for children, young people and families
- Mitigate risk to KCC and our children by reducing the likelihood of unregistered placements, poor continuity of care or inappropriate settings
- Use KCC's commissioning arrangements to further negotiate improved costs across the market
- Using strengths-based models, increase likelihood of future cost avoidance by increasing independence and stability, better outcomes and emotional toolkits for children accessing the

service.

- Ensure KCC is acting lawfully in only placing children in registered children's homes under section 22C(6)(c) of the Children Act 1989

## **Options**

A wide range of options were considered in an options appraisal, informed by key stakeholders and subject matter experts. This included consideration of best value, the opportunities (e.g. potential benefits and ability to deliver critical success factors) and risks, impacts and potential challenges for each option.

The proposed recommended option is to develop an in-house service, operating from C2 residential homes owned and operated directly by Kent County Council. The service would use positive behavioural approaches and therapeutic community support to stabilise and step down the needs of children and young people. The homes would be Ofsted registered and staffed by KCC staff. The placements would be targeted at children and young people in high costing placements, including those placed in unregistered provisions. Whilst KCC would continue to progress with developing its own provision, joint working with Health and Medway Council would be pursued alongside this option.

### **How the proposed decision supports the [Framing Kent's Future - Our Council Strategy 2022-2026](#)**

The proposal aligns to the key priorities set within Framing Kent's Future through Priority 1, Levelling up Kent and Priority 4, New Models of Care and Support.

Priority 1, Levelling up Kent - In-house provision in Kent could support the Kent economy to be resilient with market changes as part of a long-term strategy with providers, whilst using preventative approaches to improve outcomes for children and young people in Kent.

Priority 4, New Models of Care and Support - In-house provision could support some of the most complex and vulnerable children and young people within Kent whilst enhancing commissioning practice, using innovative and alternative methods to deliver care and building on partnerships to deliver best outcomes.

### **How the proposed decision supports [Securing Kent's Future 2022 -2026: Securing Kents Future - Budget Recovery Strategy.pdf](#)**

The proposal sets out a strong case for investment to create in-house provision as part of a longer-term financial sustainability strategy of mixed provision that will support the council in achieving its strategic objectives in Securing Kent's Future.

Achieving best value from in-house provision is not just about financial viability and cost-effectiveness but is also about considering whether sustainable outcomes for children are likely to be enhanced and to increase quality of life and everyday independence skills, choice, control and personal agency.

## **Financial Implications**

The recommended option presents best value and is affordable and financially viable. The £3.8m capital investment was agreed in principle through KCC's Capital Funding governance arrangements but is subject to final approval of the budget at County Council in February 2025. Accounting for a range of revenue costs (including property, staffing and supported borrowing costs), the financial

case shows that in-house provision is substantially more cost effective than private provision (£9.98m compared to £15.19m), with an overall net revenue saving of -£5.21m in the next 5 years, delivering savings over the Medium-Term Financial Plan.

This revenue saving relates to KCC's agreed 2024-2027 budget (approved by County Council in February 2024) which set out policy savings for Children's Residential Care (development of in-house residential units to provide an alternative to independent sector residential care placements – invest to save).

At this stage KCC has not identified specific properties which may be acquired. This is due to the limited C2 use class market and time sensitive nature of decision taking around property acquisitions. The decision therefore delegates authority to the Director of Infrastructure to identify and acquire property(s) to meet the service needs subject to this being within the capital envelope of £3.8m to facilitate the provision of four units and two beds each.

As required in the Council's new Asset Management Strategy full lifecycle costings will be factored into the financial appraisal. This will ensure the acquisition of properties does not lead to additional pressures on the Council's limited maintenance budgets and to ensure the long-term financial sustainability of the service.

Should the proposal proceed into implementation this necessitates the requirement for the provision to be Ofsted registered. The registration process decision is made by Ofsted and the time this process takes is outside of KCC's direct control. In other local authorities this has taken up to a year. There is a financial risk a delay in registration approval delays the operational start date and could impact the financial year when revenue savings could be achieved. The revenue costs take into account contingency that staff employed could be redeployed flexibly on other work whilst we await registration and also assume contingency for occupancy.

### **Legal Implications**

This proposal will continue to support children and young people within KCC's statutory framework and Ofsted registered provision.

The key legal considerations associated with the development of registered children's homes by KCC are as follows:

- KCC has the power to develop and establish registered children's homes under section 53 of the Children Act 1989 and/or further to the general power of competence set out in section 1 of the Localism Act 2011.
- The ways in which looked after children are to be accommodated are set out in section 22C of the 1989 Act. Generally, local authorities must not place a child in an unregistered children's home. The only caveat to this is that unregistered accommodation may be used exceptionally in an emergency when there is no other alternative in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.
- Further to the Supported Accommodation (England) Regulations 2023, as of 28 October 2023, local authorities can accommodate a child aged 16 or 17 in supported accommodation only in circumstances where the owner/provider applied for Ofsted registration prior to that date. Given that any such application should now have been processed, the practical effect of this is that local authorities must not place children in or arrange supported accommodation if it is not registered with Ofsted.

- In accordance with the Care Standards Act 2000 and the Care Standards Act 2000 (Registration) (England) Regulations 2010, KCC will therefore need to seek registration of its children's homes and the manager(s) of the homes from Ofsted. The children's homes and the manager(s) will then be subject to Ofsted's regulatory regime.
- It is anticipated that the effect of the proposal will be that there will be a reduction in the number of placements in unregistered accommodation.

**Equalities implications**

An Equality Impact Assessment was completed and found low level negative impacts on the protected characteristics at this stage of the proposal. Positive impacts were identified for the protected characteristics of age, disability and sex. This will be published as part of the Cabinet Committee papers and Record of Decision and Decision report, when the decision is taken. This will be reviewed and updated as the proposal progresses and more detail is known, for example the type and location of the buildings.

**Data Protection implications**

A Data Protection Impact Assessment screening was undertaken and found to have low level negative impacts to data protection with a full DPIA not required at this time. The DPIA will be maintained and updated as a live document throughout the duration of the proposal.

**Cabinet Committee recommendations and other consultation:**

Children, Young People and Education Cabinet Committee considered and endorsed this decision at its meeting on the 16 January 2025.

**Any alternatives considered and rejected:**

Other options which were explored but discounted in the options appraisal included:

- Do nothing and continue to utilise existing external providers and commissioning arrangements to lower placement costs including spot purchase from private providers.
- Jointly invest with Health and Medway Council in KCC's own residential property assets for short/medium term use with the intention to set up further provisions for long term care, developing support from therapeutic communities.
- Use a phased approach with the initial focus on setting up targeted intervention (for example, therapeutic support for a set amount of time to reduce need and cost) for children who are high cost or who are likely to become high cost (including unregistered) and commissioning solutions such as developing a framework of providers, block contract with private providers or commissioning a private provider.

**Any interest declared when the decision was taken and any dispensation granted by the Proper Officer: No**

.....  
signed

.....  
date

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## EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App.

You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA.

Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

### Section A

#### 1. Name of Activity (EQIA Title):

In-House Provision

#### 2. Directorate

Children, Young People & Education (CYPE)

#### 3. Responsible Service/Division

Integrated Children's Services (ICS)

### Accountability and Responsibility

#### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Sian Dellaway & Chloe Parnell

#### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

Damien Ellis

#### 6. Director of Service

Note: This should be the name of your responsible director.

Kevin Kasaven

### The type of Activity you are undertaking

#### 7. What type of activity are you undertaking?

**Service Change** – operational changes in the way we deliver the service to people. Answer Yes/No

No

**Service Redesign** – restructure, new operating model or changes to ways of working. Answer Yes/No

No

**Project/Programme** – includes limited delivery of change activity, including partnership projects, external funding projects and capital projects. Answer Yes/No

Yes

**Commissioning/Procurement** – means commissioning activity which requires commercial judgement. Answer Yes/No

Yes

**Strategy /Policy** – includes review, refresh or creating a new document. Answer Yes/No

Yes

**Other** – Please add details of any other activity type here.

**8. Aims and Objectives and Equality Recommendations** – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.

KCC's current policy is to commission placements from private providers, in spot purchasing arrangements given the immediate and complex needs of children. This means our costs are determined by market forces and pricing decisions by providers, which whilst influenced through our commissioning approach, limits our financial control. Having an element of in-house provision would enable the Council to control costs more directly (e.g. property and staffing costs).

Children with complex needs require different types of care and support placements, which can lead to significant costs. These types of placements can often involve intensive ratios of staff support to keep the child safe and can involve specialist residential settings (in or out of county), with limited options available in the market. KCC is actively working to reduce the use of unregistered accommodation (i.e. accommodation which is not registered with Ofsted). Unregistered accommodation is used only exceptionally in an emergency when there is no other alternative in circumstances of imperative necessity and where the placement is essential to avoid a breach of the child's Convention rights.

Nationally, other local authorities have made the decision to invest in their own in-house provision, as well as commissioned provision, as part of a longer-term sustainable strategy for managing placement costs and rising demand for placements of children with complex needs. Many local authorities are already operating, or in the advanced stages of delivering a range of types of accommodation, including in-house residential homes.

The proposal is to develop a short/medium term service (emergency provision) to support stabilisation of the child's complex behaviours and step down their needs whilst suitable longer-term provision in more 'home like' settings is secured to achieve better long-term outcomes. This aims to avoid the number of children being placed in expensive commissioned placements, and/or unregistered placements.

This aims to:

- Enhance outcomes and service quality for children
- Transition children to better matched and best value registered placements
- Enhance our social work offer for children, young people and families
- Mitigate risk to KCC and our children by reducing the likelihood of unregistered placements, poor continuity of care or inappropriate settings
- Use KCC's commissioning arrangements to further negotiate improved costs across the market
- Using strengths-based models, increase likelihood of future cost avoidance by increasing independence and stability, better outcomes and emotional toolkits for children accessing the service.
- Ensure KCC is acting lawfully in only placing children in registered children's homes under section 22C(6)(c) of the Children Act 1989

This project is currently in its early stages, and further work is planned to define it in more detail. As the project develops and the plans become more defined, the EQIA will be reviewed and updated accordingly.

There will be a matching criteria that is specific to each child to ensure their safety, however this is yet to be scoped. The EQIA will be refreshed once this element has been designed.

## Section B – Evidence

<i>Note: For questions 9, 10 &amp; 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.</i>
<b>9. Do you have data related to the protected groups of the people impacted by this activity?</b> Answer: Yes/No
Yes
<b>10. Is it possible to get the data in a timely and cost effective way?</b> Answer: Yes/No
Yes
<b>11. Is there national evidence/data that you can use?</b> Answer: Yes/No
No
<b>12. Have you consulted with Stakeholders?</b> Answer: Yes/No Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.
Yes
<b>13. Who have you involved, consulted and engaged with?</b> Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.
We have actively engaged with stakeholders through the In House Provision steering group, which meets regularly. This group includes service stakeholders, commissioning colleagues, infrastructure colleagues, and finance colleagues. Additionally, we have consulted with the Integrated Care Board (ICB) regarding potential therapeutic services. Currently, this project is in its early development stages and will be further refined over time. As the project progresses and becomes more defined, we will engage with additional stakeholders. Key stakeholders will be involved, consulted, and engaged through the agreed governance route, which includes DMT, CMT, and the CYPE Cabinet Committee for comprehensive oversight and decision-making. The EQIA will be reviewed and updated in line with future stakeholder engagement and as the project evolves.
<b>14. Has there been a previous equality analysis (EQIA) in the last 3 years?</b> Answer: Yes/No
No
<b>15. Do you have evidence/data that can help you understand the potential impact of your activity?</b> Answer: Yes/No
<b>Uploading Evidence/Data/related information into the App</b> <i>Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.</i>
<b>Section C – Impact</b>
<b>16. Who may be impacted by the activity?</b> Select all that apply.
Service users/clients - Answer: Yes/No
Residents/Communities/Citizens - Answer: Yes/No
Staff/Volunteers - Answer: Yes/No

**17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?** Answer: **Yes/No**

**Yes**

**18. Please give details of Positive Impacts**

**Age:** The establishment of KCC Ofsted registered children’s residential homes will positively impact younger individuals (aged 0-17). Current data indicates that most children in unregistered placements are between 13 and 17 years old (87.5%), with a significant portion being 15 years old (22.5%). By investing in and developing KCC’s own Ofsted registered facilities, there will be more opportunities to improve outcomes for children.

**Disability:** A notable percentage of children (42.5%) in unregistered placements are supported by the Strengthening Independence Service, which aids those aged 0-25 with complex needs or disabilities. Investing in in-house provision will allow these individuals to be placed in Ofsted registered facilities, managed by KCC, increased likelihood of the child’s needs being met, enhancing outcomes for this group while more suitable and stable long-term placements are found, thereby reducing reliance on unregistered provision. There will also be a positive impact on children with a disability who currently have to travel to out of county placements, as this provision will negate the use of these.

**Sex:** The investment in and development of KCC Ofsted regulated residential children’s homes is likely to benefit boys more, as a higher proportion of boys (62.5%) are in unregistered placements compared to girls (37.5%). Boys may particularly benefit from in-house provision that supports their independence and improves outcomes, reducing the need for unregistered placements.

Additionally, the development of KCC Ofsted regulated residential children’s homes will create new job opportunities for KCC staff and the local community. These opportunities may be more appealing to females, as data shows that the majority of the CYPE workforce is female (86.7%).

**Gender identity/transgender:**

No positive impacts against this characteristic.

**Race:**

No positive impacts against this characteristic.

**Religion & Belief:**

No positive impacts against this characteristic.

**Sexual Orientation:**

No positive impacts against this characteristic.

**Pregnancy & Maternity:**

No positive impacts against this characteristic.

**Marriage & Civil Partnerships:**

No positive impacts against this characteristic.

**Carers Responsibilities:**

No positive impacts against this characteristic.

**Negative Impacts and Mitigating Actions**

The questions in this section help to think through positive and negative impacts for people affected by your

activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.

**19. Negative Impacts and Mitigating actions for Age**

a) Are there negative impacts for Age? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

No

**b) Details of Negative Impacts for Age**

N/A

**c) Mitigating Actions for Age**

N/A

**d) Responsible Officer for Mitigating Actions - Age**

N/A

**20. Negative Impacts and Mitigating actions for Disability**

a) Are there negative impacts for Disability? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

Yes

**b) Details of Negative Impacts for Disability**

There is an increased likelihood that CYP who have more complex needs are more likely to be placed within this type of provision.

**c) Mitigating Actions for Disability**

By providing in house provision for CYP with more complex needs it will mean that provisions set up for those with reduced needs will potentially be relieved.

**d) Responsible Officer for Mitigating Actions - Disability**

**21. Negative Impacts and Mitigating actions for Sex**

a) Are there negative impacts for Sex? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

No

**b) Details of Negative Impacts for Sex**

N/A

**c) Mitigating Actions for Sex**

N/A

**d) Responsible Officer for Mitigating Actions - Sex**

N/A

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

a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No  
(If yes, please also complete sections b, c, and d).

No

**b) Details of Negative Impacts for Gender identity/transgender**

N/A

**c) Mitigating actions for Gender identity/transgender**

N/A

<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
N/A
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
N/A
<b>c) Mitigating Actions for Race</b>
N/A
<b>d) Responsible Officer for Mitigating Actions – Race</b>
n/a
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
N/A
<b>c) Mitigating Actions for Religion and belief</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
N/A
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation. Answer: Yes/No</b> <i>Yes/No (If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
N/A
<b>c) Mitigating Actions for Sexual Orientation</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
N/A
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
N/A
<b>c) Mitigating Actions for Pregnancy and Maternity</b>

N/A
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
N/A
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> Answer: Yes/ <b>No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
N/A
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
N/A
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities?</b> Answer: Yes/ <b>No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
N/A
<b>c) Mitigating Actions for Carer's responsibilities</b>
N/A
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
N/A

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## DPIA Project Information

Title:

In House Provision

Project ID:

439

Project Timeframe for Data Collection:

Personal data is already being processed

## DPIA Screening Questions

Question Number	Question	Answer
1	I understand that, by selecting Yes, I am confirming I am the project manager for the project or activity for which this DPIA screening tool is being carried out.	No
2	I understand that by ticking this box I am confirming that I have undertaken the Data Protection Essentials training module on delta.	Yes
3	Is this project a change to an existing process, or is it a new processing activity?	New processing activity
4	Has a DPIA for this been previously submitted?	No
5	If a DPIA was submitted - Was legal advice recommended?	
6	When did the planning stage of this project begin?	10/1/2024
7	Is this screening tool for the use of a surveillance camera, including CCTV, dash cam and body worn cameras?	No
8	If Yes - Is this DPIA a proposal for a new deployment, or the expansion of an existing surveillance system?	
9	Which data protection regime will you be processing under?	UK GDPR
10	Please outline the project including the types of data, software, processors, and how the data will be used	The in-house provision proposal is part of the broader Children's High-Cost Placement programme, which aims to address the increasing demand for placements for children with complex needs (in regulated provision) and those in unregulated and unregistered settings. This proposal adopts an "invest to save" approach, where Kent County Council (KCC) will develop and offer its own Ofsted registered children's residential homes to support high-cost

placements. By creating an in-house provision, KCC can better meet the rising demand for placements for children with complex needs, regain some control from the competitive and costly private market, and reduce the number of children in unregulated and unregistered placements.

We have used pseudonymised data from Liberi (Liberi ID, DoB, placement type, ethnicity and religion) provided by MI and Analytics as part of their BAU role around CYP who are in the highest costing provisions around their protected characteristics to inform the EQIA. The data will not be shared wider. The EQIA will not include person identifiable information and will only include broad, high level percentages of CYP within particular protected characteristics for example current data indicates that most children and young people in unregistered or unregulated placements are between 13 and 17 years old (87.5%)

11 Within your project are you planning to:

12 Or are you planning to:

13 Additional Information

The only data process as part of this project at this time is to complete the EQIA. The EQIA will not include person identifiable information and will only include broad, high level percentages of CYP within particular protected characteristics for example current data indicates that most children and young people in unregistered or unregulated placements are between 13 and 17 years old (87.5%). We will update the DPIA as the project progresses if further data is processed.

## DPIA Core Questions

Question Number	Question	Answer
7	Tick to confirm which of the following you have in place with the organisations	None of the above
3	What are the categories of data subjects whose data will be processed?	Data of children has been collected and therefore this constitutes as vulnerable data subjects. The data processed is for children within the KCC care system.
4	What is the nature of the relationship with the individual?	As a local authority, KCC is in a position of power compared to data subjects
9	How will the personal data be collected from the individual?	Other  Data provided from MI and Analytics
1	What is your project aim?	<p>The increasing costs of children and young people placements in both Integrated Children's Services and Countywide Services was identified as a critical area within Securing Kent's Future - Budget Recovery Strategy. In November 2023, the Corporate Management Team (CMT) agreed that a budget delivery plan for each Strategic Reset programme (SRP) was required to provide assurance that the activity underway in directorates would balance the budget and meet the Medium Term Financial Plan (MTFP) commitments. In April 2024, the Children's High-Cost Placement programme (a key area of work and programme within the SRP portfolio) delivery plan set out the key activities that will need to be undertaken to reduce costs and strengthen financial sustainability over the MTFP period, which included exploring in-house provision.</p> <p>The project aims to invest to save by KCC developing and offering its own Ofsted registered children's residential homes to support high-cost placements. The homes would be a short/medium term service (emergency provision) to support stabilisation of the child or young person whilst suitable longer-term provision is secured to avoid the number of young people being placed in expensive placements.</p> <p>This includes those in registered or unregistered</p>

placements. KCC's current policy is to commission placements from external providers through spot purchasing arrangements. This is often at short notice or emergency situations given the immediate and complex needs of children and young people. This mostly results in costs being determined by market forces and pricing decisions by providers, which whilst influenced through our commissioning approach, limits our financial control. Having an element of in-house provision could mean that we would know and control our costs more directly (e.g. property and staffing costs).

Aligning this proposal to KCC's policy on "step across from residential to foster care" may elicit greater savings and would aim to stabilise the children within KCC's provision whilst aligning with Fostering services to share the children's positive stories and progress whilst potentially linking Foster Carers with the homes to develop relationships with the children.

Unregistered provisions can sometimes be the highest cost placements where the providers may not always be motivated or have the necessary skills, experience and knowledge to work with the child and network to improve the child's experiences and outcomes. Often placements are solo placements with levels of staffing always being a minimum of 1:1 and sometimes up to 4:1. Staffing levels are often slow to reduce creating a long term artificial and unhelpful living environment for the child which does not support peer and social relationships, community living and moving towards independence. However, as support reduces, so does income unless there are conditions in place for providers to ensure income thresholds, and so this is likely to be a rationale for why reduction of support in these settings private provision is low.

2

Are all of the categories of personal data identified in the data question necessary for you to achieve this aim?

In House Provision is due to go to CYPE Cabinet Committee in January 2025 and as part of this an EQIA was completed. In order to complete this EQIA a data set was required to advise on protected characteristics of the highest costing children's placements so that the target cohort could be better understood. We ensured that only the minimum amount of data was requested by only having the top 20 highest

		costing placements.
		We processed data which included the child's name, Date of Birth, racial or ethnic information and religious information to ensure that we were providing accurate data around protected characteristics, in order to inform the project sufficiently. Without this data we wouldn't have this information and therefore the project would not be able to take these characteristics in to account.
8	How will the personal data be collected?	Collected from the individual by another KCC team
18	How will the security of the data be ensured when it is transferred outside of the UK?	Not applicable, the data will only be stored on servers (including back-up servers) in the UK
6	Please name the organisations and their roles.	N/A
12	Does the privacy notice state that data will be shared with your team for the purpose you will be using it for?	Yes
15	In what system(s) will the data be stored?	Teams
14	What steps will you take to ensure the data you collect and/or use is accurate?	MI will do necessary checks within their day to day role to ensure that data is accurate. Before receiving the data the project team will double check with MI that the information is accurate and for the intended purpose. The project team will also ensure that data is up to date by regularly touching base with the MI team.
10	Will the data be shared with:	Your KCC team
22	Describe how the personal data will be used to achieve your project aim	<p>The data was required in order to complete a full EQIA to report on any protected characteristics which may be positively/negatively impacted. Therefore, we needed to collate this information, and took it from the top 20 highest costing placements. Data was analysed by colleagues within SRP (Delivery Manager and Delivery Officer) in order to carry out this task.</p> <p>Data will not be added to any clients files, it will not determine access to a service and it also will not be shared with any other organisation.</p>

11	Do you have a copy of the privacy notice that data subjects will be provided with at the point their data is collected?	Yes
17	What is the current state of technology in this area?	There is no innovative technology that is being used as part of this project. The project will use existing data systems such as Teams and PowerBI which are well established.
19	How will the security of the data be ensured in transit and at rest?	Users will have different levels of access to ensure only people who need to access the data have access to it
24	Is the same retention period cited in all documentation?	Yes
13	How will the data be shared with your team securely?	Data was shared securely via email (using Outlook) with only the individuals who required the information to complete the EQIA. Data was then stored securely on the individual Teams site, which has restricted access, and will be deleted following data retention policy.
20	Are there any prior concerns over this type of processing or any security flaws	No
21	Please tick to confirm the following statement is true:	I am assured that the personal data being processed in this project is protected in transit and at rest from unauthorised access and loss.
23	How long will the data be retained for?	The data will fall under retention reference MN10.1.04 which stipulates that data should be retained for 6 years after the last project action. If further data is processed as part of the project which could lead to a contract the DPIA will be updated and retention schedule accordingly.
28	Is there a KCC privacy notice for this use of personal data?	There is a published KCC privacy notice for this use of personal data
26	What processes do you have in place to ensure that the retention period is adhered to?	We will have a record of the locations where the data is stored  We will have a process in place to ensure we know when the retention period ends  We will keep a record of what happens to the data at the end of the retention period  We will make sure a member of the team has responsibility for the steps to be followed
32	How will you support data subject rights	Data subjects rights will be supported as part of BAU processes. The data processed as part of the

		project is collected as part of usual practice and reporting processes.
		Data subjects are provided with a privacy notice that outlines their rights in relation to their data, which is publicly available online and we have a dedicated team in place that deals with subject rights requests.
38	Consultation : please summarise the responses and recommendations of any other individuals or organisations you have consulted with.	No other organisations or individuals have been consulted with as the data collected and processed is part of usual practice and reporting processes.
25	At the end of the retention period will the data be:	Deleted  Deleted by processors
30	Is there an easy read privacy notice for this use of personal data?	There is a published easy read privacy notice for this use of personal data
5	Are there any other organisations other than KCC who will be involved in this project?	No other organisations will be involved
16	Where are the servers for the system(s) located?	UK
33	What measures will you put in place to prevent data being used beyond the purposes outlined in your privacy notice?	Limit access to the storage location to only those who require access for specified purposes
34	Are there any current issues of public concern that you should factor in?	N/A
29	Please link to the draft/published privacy notice	<a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/childrens-social-care-privacy-notice">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/integrated-childrens-services/childrens-social-care-privacy-notice</a>
36	Consultation: ICT Compliance and Risk	CART have not been consulted as the data collected and processed is part of usual practice and reporting processes.
37	Consultation: Please summarise the Caldicott Guardian's response and any recommendations	Katherine Atkinson (CYPE Caldicott rep) was contacted who advised that the project is fine provided any data within the EQIA suppresses any figures of 5 or fewer to ensure there is no risk of CYP being identifiable.



27	Please tick to confirm the following statement is true	I am assured that there are adequate processes in place to ensure retention periods are adhered to, in line with the Article 5 principle of storage limitation in the UK GDPR
40	When is the processing of personal data for this project due to begin?	In less than 3 months
35	Consultation: Please summarise the responses of data subjects you have consulted with on the topic of this project.	Data subjects will not be consulted as part of the project as the data collected and processed is part of usual practice and reporting processes.
39	Are you signed up to any approved code of conduct or certification scheme?	
31	How will you ensure data subjects read the privacy notice and understand how their data will be used at the point of data collection?	<p>We have an easy read privacy notice</p> <p>We will read a script and inform them of where to access the privacy notice online</p> <p>We will provide a paper copy of the privacy notice</p> <p>We will link to the privacy notice on our webpages</p>

## Data Collection

<b>Data Category</b>	<b>Data being Collected</b>
<b>Basic Data</b>	Name Date of birth
<b>Special Category Data</b>	Racial or ethnic origin Religious or philosophical beliefs Physical or mental health
<b>Criminal Offence Data (UK GDPR)</b>	No data is being collected under this category
<b>Criminal Offence Data (DPA Part 3)</b>	No data is being collected under this category
<b>Surveillance Camera</b>	No data is being collected under this category

## Data Collection Questions

Data Group	Question Number	Question	Answer
Basic Data	1	The Article 6 lawful basis for this processing activity is:	(e) Necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller. Please note you will be required to state the name and section of the legislation which gives you the power.
Basic Data	2	Please outline which element of the project relies on the identified lawful basis	The project relies on Article 6 part a for the lawful basis for processing activity as the data collected and processed is part of usual practice and reporting processes.
Special Category Data	1	Please identify the Article 9 basis being relied upon for the processing of special category data	(g) Necessary for substantial public interest (on the basis of a DPA 18 condition) and which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and interests of data subjects
Special Category Data	2	If you are relying on condition (a) please state which element of the project relies on explicit consent, and outline the process you have for collecting, recording, and withdrawing consent	This condition is not being relied upon.
Special Category Data	3	If you are relying on condition (b), (h), (i), and/or (j) you must also identify at least one of the additional conditions from Schedule 1, Part 1 of the DPA 2018	Not applicable to this project
Special Category Data	4	If you are relying on condition (b), (h), (i) and/or (j) you must outline which element of the project relies on this condition	These conditions are not being relied upon.
Special Category Data	5	If you are relying on condition (g) you must identify at least one of	(8) Equality of opportunity or treatment

		the additional conditions from Schedule 1 Part 2 of the DPA 2018	
Special Category Data	6	If you are relying on condition (g) (substantial public interest) you must outline which element of the project relies on this condition	<p>The project relies on condition (g) Necessary for substantial public interest (on the basis of a DPA 18 condition) and which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and interests of data subjects for processing activity as the data collected and processed is part of usual practice and reporting processes, and is fundamentally only required as part of the EQIA.</p> <p>KCC CYPE owes a duty of confidentiality as part of usual practice.</p>
Special Category Data	7	If you are relying on condition (c), (d), (e), and/or (f) you must outline which element of the project relies on this condition	Not applicable to this project.

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## Children's, Young People and Education Cabinet Committee 2024/25 Work Programme

27 FEBRUARY 2025		
• Performance Monitoring	Standing item	
• CYPE Contract Register- Overview of Commissioned Contracts	Standing item	
• LADO Annual report 24-25	Annual	
• Private Fostering Annual Report 24-25	Annual	
• Complaints and Representations Report 2-24	Annual	
• Risk Management: Children, Young People and Education	Annual	
• SACRE Report	Annual	
• Education Strategy	Annual	
• Co-ordinated Scheme of Admissions 26-27	Annual Decision	
• School Expansions/Alterations		
• Blean Primary School proposal		
• 16-18 sub - contract	Key Decision	
• SEND Therapies	Key Descision	
• NMISS DPS	Key Descision	
• Work Programme	Standing item	
25 JUNE 2025		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• KCP Review	Standing item	
• Work Programme	Standing item	

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Agenda Item 20

• School Term dates 2024-25	Annual	
• Post-16 Transport Policy	Annual	
• Work Programme	Standing item	