

SCRUTINY COMMITTEE

Wednesday, 29th January, 2025

10.00 am

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





AGENDA

SCRUTINY COMMITTEE

Wednesday, 29th January, 2025, at 10.00 am
Council Chamber, Sessions House, County Hall,
Maidstone

Ask for: **Anna Taylor**
Telephone: **03000 416478**

Membership

Conservative (10): Mr A Booth (Chairman), Mr P V Barrington-King (Vice-Chairman), Mrs R Binks, Mr T Bond, Mr D L Brazier, Mrs L Game, Mrs S Prendergast, Mr O Richardson, Mr S Webb and vacancy

Labour (1): Mr A Brady

Liberal Democrat (1): Mr A J Hook

Green and Independent (1): Ms J Hawkins

Church Representatives (3): Mr J Constanti, Mr M Reidy and Mr Q Roper

Parent Governor (2): Ms R Ainslie-Malik and Ms H Carter

County Councillors who are not Members of the Committee but who wish to ask questions at the meeting are asked to notify the Chairman of their questions in advance.

UNRESTRICTED ITEMS

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

A - Required Items

- A1 Introduction/Webcast Announcement
- A2 Apologies and Substitutes
- A3 Declarations of Interests by Members in items on the Agenda for this Meeting
- A4 Minutes of the meetings held on 5 November and 4 December 2024 (Pages 1 - 16)
- A5 Draft Revenue Budget 2025-26, Medium Term Financial Plan (MTFP) 2025-28, Draft Capital Programme 2025-35, and draft Treasury Management Strategy (Pages 17 - 68)
- A6 Executive Response to Scrutiny Evidence Gathering Report (Pages 69 - 174)

B - Any items called-in

- B1 Call-in of Decision 24/00097 - Special School Review - Phase 1 (Pages 175 - 180)

C - Any items placed on the agenda by any Member of the Council for discussion

- C1 Safety Valve Programme (Pages 181 - 188)
- C2 25/0002 - English Devolution White Paper - KCC response to Government (Pages 189 - 220)
- C3 Update on the approach to improving the accessibility of schools in Kent (Pages 221 - 304)

D - To Note

- D1 Work Programme (Pages 305 - 308)

EXEMPT ITEMS

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

Benjamin Watts
General Counsel
03000 416814

Tuesday, 21 January 2025

KENT COUNTY COUNCIL

SCRUTINY COMMITTEE

MINUTES of a meeting of the Scrutiny Committee held in the Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 5 November 2024.

PRESENT: Mr A Booth (Chairman), Mrs R Binks, Mr A Brady, Mr A J Hook, Mrs S Hudson (Substitute for Mr T Bond) and Mr O Richardson

ALSO PRESENT: Mr N Baker, Mrs C Bell, Mr R W Gough, Mr P J Oakford, Mr H Rayner, Mr R G Streatfeild, MBE and Mr D Watkins

IN ATTENDANCE: Mr J Betts (Interim Corporate Director Finance), Mr R Ellis (Director of Integrated Commissioning), Mrs S Hammond (Corporate Director Children, Young People and Education), Mr S Jones (Corporate Director of Growth, Environment and Transport), Mrs R Spore (Director of Infrastructure), Ms J Taylor (Head of Capital Works) and Mrs A Taylor (Scrutiny Research Officer)

PRESENT VIRTUALLY: Mrs L Game and Ms J Hawkins

UNRESTRICTED ITEMS**73. Apologies and Substitutes**

(Item A2)

Apologies were received from Mr Barrington-King, Mr Bond (for whom Mrs Hudson was substituting), Mrs Game, Ms Hawkins, Mrs Prendergast and Mr Webb. Mrs Game and Ms Hawkins joined the meeting virtually.

74. Minutes of the meeting held on 18 September 2024

(Item A4)

RESOLVED that the minutes of the meetings held on 18th September 2024 were an accurate record and that they be signed by the Chairman.

75. Revenue and Capital Budget Monitoring Report – June 2024-25

(Item C1)

1. Mr Peter Oakford, Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services and Mr John Betts, Interim Corporate Director Finance introduced the report and provided a verbal update on the following:
 - a. The report included first-quarter results up to June 2024. The revenue overspend was forecast at £16.3 million, less than in the previous year, with a savings target of £111.3m; £96.3 million of savings were forecast to be achieved.
 - b. Adult Social Care had a forecast overspend of £16.3 million. Despite an extra £100 million added to their gross spend budget last year, the shortfall was due to unmet savings targets, adding pressure to next year's budget.
 - c. Children, Young People and Education were on budget.

- d. Growth, Environment and Transport was predicted to overspend by £6.2 million, but this was expected to fall back in line with the budget.
 - e. Non-attributable costs, or interest on investments, showed an underspend of £7 million, offsetting some of the overall overspend
 - f. Early indications for the second quarter showed no budget improvement. Mr Oakford would provide more information at the next Cabinet meeting.
2. The Chairman invited Members to comment. The key points raised and responded to by the Cabinet Members and officers present included the following:
- a. Would National Insurance worsen the third quarter's budget? Mr Oakford confirmed that it would add a pressure next year and mentioned a possible extra £13 million for Adult Social Care, but this would not alleviate all the budgetary problems.
 - b. Mr Betts clarified that comments made in the Autumn Statement related to 2025/26 and would impact next year's forecast.
 - c. A Member requested a breakdown of finances for months four and five to understand the high overspend and lack of savings. Mr Oakford confirmed that the quarter two report would be brought to Cabinet in November.
 - d. The Chairman requested assurance that the budget figures were moving in the right direction and that plans were robust and achievable. Mr Oakford explained that while Adult Social Care nationwide faced challenges, KCC's other departments were on track. To balance the budget, services might need to be reduced, meeting only statutory responsibilities for Adult Social Care. Directors were aware of the problems and would address them despite growing demand. Price Waterhouse Cooper was working with KCC to improve efficiency. Figures relating to the second quarter would be brought to the next Scrutiny Committee meeting for member analysis.
 - e. A member referred to a table in the report showing the revenue budget forecast for each directorate, specifically the schools' delegated budget. It was questioned if the zero figure for the revenue budget was realistic and if it should have been higher. Also questioned was the VAT on independent schools. John Betts explained that the zero figure was because all money from the Dedicated Schools Grant should be spent or delegated to schools. The report stated that KCC was on track regarding the cumulative target set by DfE for the high needs block, but the schools block was governed by individual schools. These aspects had no impact on the general fund or council tax but needed to be included in the report. The Leader added that the schools' dedicated budget and the high needs block were vital issues for the council but operated under different dynamics. Mr Betts also stated that information on revenue from the VAT imposed on private schools had not yet come through to the council.
 - f. Regarding the latest CQC inspection for Adult Social Care, a member asked if a financial impact was expected. Mr Ellis stated that there was no indication yet, but a large financial impact was not expected.
 - g. A member questioned if providing a service to keep people out of care homes would be more expensive than placing them in homes and if the NHS was paying its fair share. Mr Smith addressed NHS challenges, and Mr Watkins responded that only 3% of care packages were in Inadequate rated homes. Providing the service in-house was not seen as viable due to lack of profit in care organisations

- h. A member questioned how reassessing 7,000 care packages would be achieved and if staff capacity was adequate. They also asked about the cost of agency staff and NHS support, and how domiciliary care was being delivered. Mr Watkins mentioned a new technology helping people live longer at home, creating savings. In-house changes like Kent Enablement at Home and the NHS-funded Home First team also created significant savings. Mr Smith added that key statutory KPIs were monitored monthly with targeted interventions.
- i. A member asked about the underspend on community-based services for young adults with disabilities and the line cost for schools being charged to revenue. Mrs Hammond explained that actual costs were less than expected, creating savings.
- j. Regarding GET, a green waste contract not renegotiated was questioned. Mr Jones explained that the supplier was taken over by a new operator who did not maintain rates, necessitating a new contract.
- k. The Chairman asked for details on the English National Concessionary Travel Scheme (ENCTS) and Highways Asset Management. Mr Baker explained that the ENCTS was outside of KCC's control. The Department for Transport (DfT) had altered the reimbursement calculator, requiring payment from KCC and there were concerns that this could happen again. Increased Highways Asset Management costs were due to unforeseen renewals of the fans in the Chestfield Tunnel and the collapses at Galley Hill Road in Swanscombe and the Remembrance Road in Folkestone.
- l. The Chairman questioned emerging financial risks and their management. Mr Oakford mentioned an ongoing exercise to update risk registers for example, Winter Fuel Allowance, social care, employment and the Living Wage. The Leader added that risks were better controlled than 12-15 months ago, citing home school transport costs and balanced Children's budgets. Mr Oakford noted the biggest challenge for Adult Social Care was increased care sector costs.
- m. The Chairman asked members to share how they would assist in reducing the overspend:
 - i. Mrs Chandler mentioned policies to reduce costs, improving social work staff stability, and preventing children from entering care.
 - ii. Mr Watkins highlighted frequent meetings with senior officers. Difficult decisions such as the closure of Blackburn Lodge and disability charges had created large savings.
 - iii. Mr Love discussed challenges in Home to School Transport and managing high needs block deficits
 - iv. Mr Thomas described savings from waste processing and energy generation.
 - v. Mr Baker noted increased income from street works fines and efficient street work innovations.
 - vi. Mrs Bell mentioned income generation possibilities in Trading Standards and Kent Scientific Services, and reductions in non-statutory services.
 - vii. The Leader highlighted that his role was to complement Mr Oakford's and monitor issues which are vital to the future of the authority. The budgets of Adults, Childrens and SEN were large areas of concern that need to be monitored closely.

- viii. Mr Oakford mentioned behind-the-scenes efficiencies such as the council buildings, office opening hours and savings from the new Oracle IT system.

RESOLVED that the Scrutiny Committee note the report.

76. Fee Uplifts for Adult Social Care Providers 2024/25 decision 24/00009

(Item C2)

As the original proposer of this item the Chairman invited Mr Brady to explain to the Committee why this was on the agenda. Mr Brady explained that this issue was initially brought to the Adult Social Care Committee in March as an out of cycle decision item, and due to unanswered questions, it was brought to the Scrutiny Committee for further discussion.

1. Mr Watkins explained that the semi-urgent decision was due to the timing of the Cabinet Committees and the budget discussion.
2. Mr Ellis added that there was a proposal to bring the papers to the January 2025 Cabinet Committee for debate, with Mr Watkins making a decision after the Budget County Council meeting in February. Initial discussions with finance colleagues and providers aimed to understand their pressures, affordability, and alternative service provisions. An impact assessment was conducted to understand the decision's wider implications.
3. Mr Brady asked for clarification on several points: the incentives for providers whose expectations were not met with the proposed uplift, what would happen to those needing support if providers couldn't deliver care packages, negotiations on costs outside the framework, funding and negotiation details, the absence of impact assessment information for members, any legal issues from the impact assessment, and mitigations for equality implications.
4. Mr Ellis responded that partly due to available capacity, discussions on incentives did not come to fruition. No providers failed to deliver care packages due to the decision, factors like CQC ratings could affect providers but this was not an issue in this case. The priority remained those needing care and support. For negotiations outside the framework, £9.4 million was set aside. Provider costs were assessed individually, but none exceeded what was offered to framework providers. More detail on the impact assessment could have been provided, and Mr Ellis would consider this for future reports. There were no legal issues from the impact assessment, which aligned with contract terms.
5. Richard Streatfeild noted a link between extending contracts in January and KCC's current overspend.
6. Mr Ellis agreed that future approaches should differ. At the time, a 4% uplift seemed fair, though it was a difficult balance.

The Scrutiny Committee fully supported the proposal to discuss the fee uplift decision at Adult Social Care Cabinet Committee in January in the future, understanding that the decision would then be taken by the Cabinet Member following Budget County Council in February.

RESOLVED that the Scrutiny Committee note the report.

77. Capital Works Provider Management and Engagement

(Item C3)

Open minute of exempt item

- 1. This item had been placed on the agenda following the urgent decision taken around Chilmington Green Secondary School.*
- 2. Members had the opportunity to discuss the decision and to receive reassurance that measures were being put in place to prevent, in so far as is possible, similar events occurring in the future.*

RESOLVED that the Scrutiny Committee note the report.

78. Work Programme

(Item D1)

Members requested that the quarter 2 revenue and capital budget monitoring report be included on the agenda for the meeting on 4 December 2024 along with the provisional 25/26 budget and MTFP.

RESOLVED that the Scrutiny Committee note the work programme.

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SCRUTINY COMMITTEE

MINUTES of a meeting of the Scrutiny Committee held in the Council Chamber, Sessions House, County Hall, Maidstone on Wednesday, 4 December 2024.

PRESENT: Mr A Booth (Chairman), Mr P V Barrington-King (Vice-Chairman), Mr T Bond, Mr A Brady, Mr D L Brazier, Ms J Hawkins, Mr A J Hook, Mrs S Prendergast, Mr O Richardson and Mr S Webb

ALSO PRESENT: Mr N Baker, Mrs C Bell, Sir Paul Carter, CBE, Mrs S Chandler, Mrs T Dean, MBE, Mr R W Gough, Mr A R Hills, Mr R C Love, OBE, Mr P J Oakford, Mr R G Streatfeild, MBE, Mr R J Thomas and Mr D Watkins

IN ATTENDANCE: Mr J Cook (Democratic Services Manager), Ms C McInnes (Director of Education) and Mrs A Taylor (Scrutiny Research Officer)

IN ATTENDANCE VIRTUALLY: Mrs Game, Mr J Betts (Interim Corporate Director Finance) and Mr S Jones (Corporate Director of Growth, Environment and Transport)

UNRESTRICTED ITEMS

79. Apologies and Substitutes

(Item A2)

Apologies were received from Mrs. Binks, Mrs. Game and the Parent Governor representatives. Mrs. Game joined the meeting virtually.

80. Declarations of Interests by Members in items on the Agenda for this Meeting

(Item A3)

Declarations of interests were received from the following Members:

- Mrs. Prendergast had been invited to be a Trustee for one of KCC's special schools, this had not yet been formalised.
- Mr. Webb was a Senior Officer at KCC at the time that the previous special school review took place.
- Mr. Reidy was a Chair of the Local Governance Committee at St Simon Stock Catholic School

81. Revenue and Capital Budget Monitoring Report - September 2024-25

(Item C1)

1. Mr. Oakford presented the monitoring report on the Council's financial position at the end of quarter two.
2. In answer to a question regarding the monitoring of spending, Mr. Oakford explained that much of the Adult Social Care portfolio was demand-led, with statutory responsibilities under the Care Act to meet individuals' needs. 81% of other Councils faced similar challenges to those at KCC in Adult Social Care. Mr.

Oakford also recognised the excellent work in Children's services and SEND, which had started to come in under budget. This positive trend, along with some wise investments, had helped reduce the £32 million overspend to £26 million.

3. Mr. Oakford commented that if the council was to do nothing there would be approximately 18 months before it would be necessary to consider issuing a Section 114 notice.
4. Mr. Gough reiterated that the 18-month timeline mentioned by Mr. Oakford was based on current trends, emphasising the need to address ongoing spending pressures to protect reserves. He noted that many authorities shared similar concerns about financial sustainability beyond 2025-2026. Previously, three areas faced significant spending pressures, but two were now on track or underspending due to realistic budgets. However, national spending trends for Adults, Children's Services, and SEND were unsustainable. While there was progress in Children's Services, detailed reforms were still needed. Adult Social Care remained challenging, exacerbated by employers' National Insurance changes. Achieving the necessary savings trajectory was essential, with some areas outperforming, but overall savings targets had not yet been met. The focus remained on balancing internal solutions with government reforms to ensure sustainable services.
5. Mr. Oakford stated that if KCC had stayed on its previous overspending trajectory, auditors would have questioned the levels of reserves. He noted the Council was on the right path with controls and budget adherence. The same focus was needed for Adult Social Care. The challenge was implementing savings and resisting service pressures.
6. Mr. Oakford stated that next year's budget assumptions would remain until the settlement agreement was understood. The Government had allocated £1.3 billion to local government, with Kent County Council expected to receive £20 million—£15 million for Adults and £5 million for Children's Social Care. However, this was insufficient given the savings target of over £40 million for Adults alone, not accounting for inflation and other pressures. Incremental costs from increased employer National Insurance and the Living Wage posed further challenges. Providers had stated they face an 11% increase in staff costs, while the Council's budget allowed for only a 3% uplift, leaving an 8% gap. Despite the additional funds, significant challenges remained, though the Council was grateful for the extra support.
7. Regarding Adults, and the Government recovery grant, Mr. Oakford stated that the total recovery grant was £600 million, which would be quickly exhausted. It was uncertain if it would be available for KCC. Although more funds were allocated to Adult Social Care, as in previous years, the methodology for distribution was still awaited. If the same methodology was used, KCC might receive £15 million, which would be welcomed but insufficient to address the £40 million savings needed for Adults next year. Mr. Watkins added as Adult Social Care grew, despite the savings package, the underlying demographic increase led to higher demand and spending. This year, total demand increased by approximately £100 million, while KCC's savings were just over £50 million, resulting in a net increase of £50 million. Consequently, more care packages required more funding.
8. Mr. Watkins addressed the issues regarding mental health services. It was a budget savings area KCC had missed and would likely miss again the next year. This was due to the joint effort required with the NHS. While there had been good referral pathways for immediate mental health crises, there was a lack of step-down care and long-term support, leading to high costs for KCC. The Council

needed the NHS to help evolve community provisions for full recovery, which might have involved other community services as well as addressing homelessness issues. KCC planned to hold a summit on mental health to coordinate efforts and develop a plan and timeline. Despite some progress with the NHS, quick changes were unlikely, making it a long-term project. The summit was expected within the financial year to address these complex services.

9. Mr. Watkins continued by addressing a question regarding beds. KCC had some in-house facilities providing care beds, but utilisation rates had not been met. This often resulted in adults being placed in more expensive external facilities. The reasons varied based on individual circumstances and specific needs that in-house beds could not meet.
10. Regarding the redesign, Mr. Watkins stated KCC was amid a significant project, working with consultants experienced in Adult Social Care across the country. They were redesigning the initial support process to better utilise community resources and avoid immediate full assessments for care home placements. This approach aimed to maximise community support, leading to better outcomes and budget savings.
11. Additionally, KCC was being more proactive and innovative with location-based therapists, focusing on therapy-based interventions to help individuals stay healthier and happier at home for longer. This was a crucial part of the redesign project.
12. Addressing the on the disability charging changes KCC had made this year, Mr. Watkins explained the decision to implement disability charging changes was difficult but necessary. Without it, the £31 million overspend would have been £34 million. This change, already adopted by most local authorities, was essential.
13. Mr. Watkins then addressed a point on prevention. Councillors frequently received emails from charities proposing projects that could save the Council money. In Adult Social Care, Children's Services, and SEND, early action could potentially save money in the long run. However, tracking the impact of preventive measures on demand for other Council services had been challenging. KCC had begun work on a prevention framework to better quantify these benefits for future years. This effort aimed to evaluate the potential care savings from preventive investments. The complexity was further increased by the fact that some savings might benefit other entities, such as the NHS or the Ministry of Justice, rather than the Council itself.
14. Mr. Betts added that KCC might receive nothing from the Recovery Grant due to its allocation based on deprivation levels and average Council tax across all bands. The only recovery options for any local authority in significant financial distress would be borrowing and raising cash and tax revenue thresholds. These options were confirmed in a statement issued by the Minister last week.
15. Regarding the rapid review of ASCH savings, Mr. Oakford stated that there were two elements. Firstly, a review of the undelivered savings for the current year to understand the reasons and mitigate the overspend by 31 March 2025. Secondly, the savings planned with a third party for the next year, targeting over £40 million in Adults savings. The Council awaited details on how these savings would materialise and the implementation plan. Each meeting and review emphasised the need for clear explanations on how and when the savings would be achieved, as stating a savings target without a plan was insufficient.
16. Mr. Oakford emphasised that responsibility and accountability were inseparable. Discussions revealed that current structures made it difficult to pinpoint individual accountability. The third party's work aimed to align responsibility and accountability, ensuring those committed to delivering next year's savings could

be held accountable. Currently, accountability primarily rested with senior leaders, but it needed to extend to middle managers responsible for delivering results. While senior leaders, including Mr. Oakford, were ultimately responsible for the budget, accountability must also be distributed throughout the organisation.

17. Mr. Watkins highlighted issues regarding the £22.7 million savings shortfall. The directorate had committed to £54 million in savings and income increases for the year. If achieved, this would add £54 million to the Council's funds compared to business as usual. The BRAG system, an evolution of the RAG rating system, provided monthly reports on these targets. Currently, the Council was on track to not meet £23 million of the £54 million target, achieving only £31 million.. Some projects, like technology-enabled lives and enablement home services, were above target, slightly offsetting the shortfall. However, the net shortfall remained at £23 million. Reasons for the shortfall varied by project. For example, savings in mental health, reliant on NHS collaboration, had not been achieved. Additionally, some local teams did not meet their savings targets. Factors outside managers' control, such as unexpected cases with high care needs, could significantly impact budgets. The Council planned to ensure that locality teams were on track and responsibly recommending care packages.
18. Mr. Baker noted that the ENCT bus pass budget details were received after KCC had already set its budget, making alignment impossible for this year. The DfT determined the amount, which KCC was obliged to pay. There was also an overspend due to emergency work required under the Highways Act.
19. In answer to a question regarding the forecast for the third quarter, Mr. Oakford stated that based on the last two months' data, the forecast suggested stability, though final data, approximately 85% accurate, would be available at the end of the quarter. The new Oracle system, currently being implemented, would provide quicker and more accurate data, allowing for more frequent reviews. Currently, monthly data was reviewed with a three week delay.
20. Mr. Watkins noted that staff were a fixed cost, with about 80% of the directorate's spending being commissioned. Spending on contracts varied with the number of people and the complexity of their needs, presenting the biggest challenge. Although the number of supported individuals hadn't increased, costs remained high. Regular reports would continue to clarify how much of the spending increase was due to the number of people versus the complexity of their needs.
21. The Chair then requested a brief progress report from each Cabinet Member:
 - a. Mrs. Bell - Over the past eight years, nearly 50% had been cut from the Arts budget, and Community Ward budgets had been halved. Despite these reductions, essential services such as Coroners, Trading Standards, Community Safety, the Registration Service, domestic abuse-related death reviews, and public rights of way still required funding. These were statutory duties, leaving limited scope for further cuts.
 - b. Mr. Thomas – The position for quarter two remained the same as quarter one. Most of the budget was allocated to waste management. Four key government changes were expected to impact the sector over the next three years: Simple Recycling (focused on food waste collection and separation for significant savings), Extended Producer Responsibility (with a provisional settlement received but requiring future investment), Emissions Trading Schemes (related to energy from waste), and the Deposit Return Scheme (providing monetary incentives to return bottles).
 - c. Mrs. Chandler – There had been significant success in reducing costs for the eighteen to twenty-five cohort, partly due to negotiations for continuing healthcare funding from the NHS. This funding was crucial as it continued

when individuals transitioned to Adult Social Services. Despite the team's commendable efforts, there had been budget slippage for Looked After Children. Even a small change in the number of placements had caused considerable budget variations, and high placement costs had impacted performance. There was an underspend due to the recruitment of social workers. However, the overall situation was much better than the previous year.

- d. Mr. Love reassured members that the Education Department had done everything possible to get back on course and make savings. He took accountability for the overspend within his department along with nearly £3.5 million in savings delivered.
- e. Mr. Baker - A significant overspend resulted from the Chestfield Tunnel work closure, with ongoing efforts to cover this from the Corporate Contingency Reserve, impacting the high-risk and transport budget. The overspend has been reduced from £4.1 million to £3.8 million since quarter one. Safety-critical work remained a priority. Early signs of stability were now evident, allowing for long-term planning and strategy rather than reactive measures. Despite the overspend, Highways and Transport, was approaching a stable position. Increased income for highways is crucial to align with delivery goals for essential services.
- f. Mr. Watkins – All efforts were being made to reduce the overspend, with a strong emphasis on achieving further savings in future.

RESOLVED that the Scrutiny Committee note the report.

82. Draft Revenue Budget 2025-26 and MTFP 2025-28

(Item C2)

1. Mr. Oakford introduced the budget report, which had been submitted to all the Cabinet Committees in November and would be considered again by the Scrutiny Committee on 29 January 2025.
2. The Cabinet Members and Officers responded to questions which included the following:
3. Mr. Oakford acknowledged the uncertainty surrounding the settlement agreement and potential funding for Adult Social Care. He highlighted the uncertainty regarding expected grants and possible changes in Government methodology.
4. Once the settlement details were known, Mr. Oakford would have a clearer understanding of the financial situation. The goal was to achieve £85 million in savings, and even with an additional £20 million from the Government, finding £65 million in savings was a significant challenge that would impact services. Efforts were focused on reducing pressures and securing necessary funds.
5. Regarding Discretionary Council Tax Incentive Payments, Mr. Oakford noted that District Councils were legally responsible for collecting council tax. While the authority had previously supported them financially, it could no longer afford to do so. He believed it was necessary to stop subsidising District Councils to fulfil their statutory duties, as this would otherwise divert funds from essential services.
6. Mr. Gough added that despite the policy statement indicating a positive direction, there are still challenges, particularly the National Insurance impact on providers. The Office of Budget Responsibility suggested that the £600 million extra for Adult Social Care would be offset by increasing sector costs. This highlighted the competing demands on the additional funds. Prioritisation of the funds was necessary to address the competing demands effectively.

7. Mr. Watkins hoped that next year it would be easier to make the £50 million savings in Adult Social Care. He noted that referring to savings as cuts was not accurate as services were not being stopped, instead they were being carried out in a more efficient way to achieve savings.
8. Mr. Oakford summarised by confirming that when he returned to the Committee with the final draft budget and answers to the questions regarding the settlement agreement, he would be in a much better position to engage in a debate on the budget in February.

RESOLVED that the Scrutiny Committee

- a) NOTE the administration's overall draft revenue budgets including responses to consultation, and;
- b) NOTE there will be further opportunity to scrutinise the final draft budget proposals at the Scrutiny Committee meeting on 29 January 2025 ahead of Cabinet endorsement on 30 January 2025 and Full County Council meeting on 13 February 2025.

83. SEND Scrutiny - Quarterly Reporting (2nd report)

(Item C3)

1. Mr. Love presented the report which was the second quarterly report on SEND to the Scrutiny Committee.
2. In response to a question about realistic achievements within the service, Ms. McInnes stated that there had been an improvement in the culture of the team and consequently staff productivity had risen whilst maintaining a focus on quality of service provided. Despite recruitment challenges for Educational Psychologists in Kent and nationally, response rates to annual reviews had improved alongside the implementation of various quality assurance measures. Significant investments in staff training, coaching, and peer reviews had been made, and work in these areas continued.
3. Ms Gleave stated that a strategic decision had been made to address overdue and new statutory assessments, fulfilling a moral obligation to complete late ones. The number of weeks overdue was reduced to 26, and backlogs were removed. Emphasis on thoroughness and quality of plans continued, with regular training sessions and process improvements. Managers actively managed officer caseloads and held regular meetings to address issues. Liaison between Health and Social Care had improved, with ongoing enhancements.
4. Mr. Love highlighted the significant cultural shift in the organisation over the past 14 to 16 months and how much it had driven improvements.
5. Regarding questions referring to Education, Health and Care Plans (EHCPs) and their review process, Mr. Love highlighted that KCC were currently issuing more EHCPs than the national average and almost double the long-term national average. Ms Gleave continued by explaining that children were given broad outcomes over a Key Stage within their EHCPs, which were reviewed annually. Schools monitored progress through provision planning, data, and regular meetings if a child was at risk of not progressing. If concerns persisted, schools or parents could request an early review. Typically, an early review would not be held less than six months after the last one, but it could be requested.
6. Ms. McInnes also noted that there was a capacity issue with the increase in annual reviews, making it difficult to balance, but improvements had been made.

EHCPs typically ceased for older age groups, such as when a young person went to university. Few families returned to KCC after an EHCP ceased.

7. Ms Gleave explained that even if an EHCP was not issued, the assessment still provided valuable information. This information was used by SEN Inclusion Advisors to help schools plan provisions and inform meetings with parents. She continued to explain that there was a very small minority of children that did not attend schools, and in that instance, the local authority had the responsibility to arrange a review.
8. Ms. McInnes highlighted a sophisticated tool that was being developed to create a five-point scale for each outcome in the outcomes framework, allowing development to be tracked over time. Discussions were held to obtain permissions to use AI for processing the large amount of data.

RESOLVED that the Scrutiny Committee note the report.

84. Scrutiny Review - SEND Transformation

(Item C4)

1. The Chair noted that this was not the end of the scrutiny on this subject, but the end of a section of the work. The Scrutiny Committee had committed to quarterly reporting on SEND. He then asked for members' comments. Comments were as follows:
2. Members who had attended the evidence gathering sessions – commended the quality of the meetings. The work undertaken by the group had been intense and valuable and the contributions were acknowledged despite time constraints to ensure the conclusion aligned with decisions due to be made by the Cabinet Member.
3. A Member commented on the impact of Kent's selective education model on the SEND offer that needed more clarity and information. It was considered that recommendation six could be more strongly worded to address concerns about special schools, particularly regarding physical buildings. Specific questions about plans for building adaptations, budget, and completion timeline before September 2026 needed to be answered.
4. Concerns were voiced about Capital Funding and adapting schools for inclusive education. It was crucial to address parents' concerns and ensure their voices were heard, improving communication with schools, and recognising that this was just the beginning, requiring more detailed work.
5. The Chair commented that this marked the beginning of ongoing work and continual review by the committee. Many people had felt unheard and forgotten but appreciated being listened to by the committee. Mr. Love would respond to the recommendations contained within the report in January. The committee aimed to proceed without further delays, continuing with deep dives and related work.
6. A Member commented that the committee spent over 20 hours listening to often contradictory information. But agreed that the report identified areas for further examination, gave a voice to those involved, and highlighted people Members still wanted to hear from. It outlined a pathway for future work.
7. One Member commented that the recommendations were insufficient to prevent the Council having to issue to S114 notice. The 2014 SEND Act had increased EHCP demand, straining the budget. Kent had issued more EHCPs per 1,000 young people than any other local authority. The Dedicated Schools Grant (DSG) had a significant, poorly monitored overspend. The Safety Valve agreement

required balancing the DSG by 2028, necessitating urgent action. The government's additional funding might have helped, but immediate steps were needed. The balance between mainstream inclusion and special school provision had been better in 2015-2016. Strategic and operational plans were essential to balance the budget, with concerns about mainstream inclusion's impact on special schools and the need for proper funding. Urgent financial modelling and planning were crucial to avoid financial ruin.

8. A Member raised concerns about the lack of a business case for the special school transformation project. The number of commissioned SEND places was insufficient, and there were issues with capital investment, exemplified by Stone Bay School. There was no political consensus on the way forward. Both mainstream and special schools lacked necessary investment for SEND pupils. Urgent answers were needed, especially regarding financial and value-for-money data.
9. A Member commented that report was underwhelming and did not reflect the seriousness of the situation. Their concerns included the lack of a full financial breakdown, an inadequate Safety Valve Agreement, insufficient Capital Funding for school adaptations, and a lack of forecasted pupil numbers. The Member added that there was conflict with head teachers of special schools in Kent, who were not allowed to ask questions during a recent meeting and were pursuing legal action against the County Council.
10. The Chair addressed the previous comments and stated that at the next meeting in January, there would be a report on progress made against the Safety Valve Agreement.
11. A Member commented on recommendation six, they emphasised the need for a review and adjustment mechanism by the Cabinet member and officers. In recommendation seven, clarity was sought on the processes, mechanisms, and budgets to support best practices for SEN. Regarding recommendation nine, the Member noted that theoretical arguments had been tested before, referencing Professor O'Brien's paper on inclusion. Finally, for recommendation ten, the Member suggested removing the line about promoting inclusion champions in special schools to avoid inflammatory language, acknowledging the existing inclusion quality marks and awards held by these schools.
12. A Member suggested that the increase in SEND provision moving outside of Kent may be due to the growth of Academy Chains in the area.
13. Mr. Cook clarified some procedural points including that the investigation and evidence gathering had been designed based on the committee's agreement in July to hear from external parties, including schools, parents, and experts. There had been significant discussion about financial information provided by the County Council, the Cabinet Member, and the service, with plans to provide additional information in future meetings. It was important to distinguish between external evidence from parents and professionals, and detailed information from CYPE and colleagues. The report included information from various stakeholders and aimed to balance the recommendations based on committee discussions and consensus. If the report was agreed upon, the Cabinet Member would need to respond to the formal recommendations and would have access to the meeting minutes capturing members' views.
14. A Member considered the report to be neutral and condensed and that it should be seen as the end of the beginning.
15. The Chairman stated that the report is not the final time this committee will be looking at this subject, it is the conclusion of this section of work.

16. The Clerk added that the conclusion of the report allowed Mr. Love to respond to members' comments and move forward with more scrutiny on this subject in future meetings.
17. Ms McInnes added some clarifications regarding the comments of one Member, it had been alleged that special school head teachers were not allowed to ask questions during a meeting. However, the meeting's purpose was to share recommendations, and due to the extensive content, heads were asked to submit questions in writing, with written responses provided. Thus, they did have the opportunity to ask questions. Additionally, the Member had mentioned one impacted academy, but there were actually two. Regarding Inclusion Champions, the equality inclusion mark achieved by several special schools required outreach work, aligning with the report's recommendations. A special school head teacher also volunteered to be an Inclusion Champion.
18. A Member proposed that the Committee approve the report for submission to the Cabinet Member. The Chairman seconded this and members agreed.

RESOLVED that the Scrutiny Committee:

- APPROVE the report for submission to the Cabinet Member for Education and Skills, and
- REQUIRE that a response, from the Executive to the recommendations contained within the report, be provided to the Scrutiny Committee meeting on the 29 January 2025.

85. Kent Flood Risk Management Committee - Annual Report *(Item C5)*

1. Mr Hill introduced the report which provided an overview of the work of the Committee for the period November 2023 – November 2024.
2. Mr. Hill stated that significant progress had been made through collaboration with the Southern Water and Clean Water and Seas Taskforce including distributing over two thousand water butts. Four schemes were being developed to prevent flooding in high-risk areas. He emphasised that teamwork with suppliers and partners could make a substantial impact.
3. Regarding the quality of the water in Deal, Mr. Hills stated that there was a project in the works to get a buoy that can track real-time water quality using a phone app however he cited that the EA should have a better, more regular system to test the water. He hoped that there would be improvements seen by next year.
4. Regarding Flood Wardens, Mr. Hills stated that he is a Flood Warden, and the best way for member to help is to become one themselves, however, he noted that there was currently insufficient manpower to organise and fund training.
5. In reference to building on flood zones, Mr. Hills stated that the Environment Agency and Water Companies needed to be more assertive in attending planning committees and halting proposed building works.
6. Mr. Hills agreed that the EA need to be pressured to look at the damage unclean swimming water is doing to local economies.

RESOLVED that the Scrutiny Committee note the Kent Flood Risk and Water Management Committee Annual Report.

86. Work Programme
(Item D1)

RESOLVED that the Scrutiny Committee note the work programme.

From: Roger Gough, Leader of the Council
Peter Oakford, Deputy Leader and Cabinet Member for Finance, Corporate and Traded Services

To: Scrutiny Committee 29 January 2025

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

Classification: **Unrestricted**

Summary:

This report sets out the administration's updated and balanced draft revenue budget 2025-26, medium term financial plan (MTFP) 2025-28, proposed capital programme 2025-35 and draft Treasury Management Strategy for Member consideration of the overall proposals for the whole council ahead of Cabinet on 30th January 2025 and full Council on 13th February 2025.

The appendices to this report are the same as those published on 6th January for the Cabinet Committee cycle and set out the overall 3-year MTFP and 10-year capital programme for the whole council, together with directorate revenue plans for 2025-26 and detail of individual directorate capital projects and rolling programmes. These appendices will be updated for the Cabinet report on 30th January 2025 and full Council on 13th February with latest and final information available at the time. It is anticipated that any changes from these updates will only affect reserves. The Treasury Management appendix was not included for Cabinet Committees as these committees focussed on the key policy consideration relevant to their portfolio.

To support budget consideration by members, in addition to the Committee stages of the budget development process, a separate interrogatable dashboard has been made available to Members setting out key information about individual elements within the administration's draft revenue budget proposals.

Recommendations:

Scrutiny Committee is asked to:

- a) NOTE updated draft revenue budget and MTFP, draft capital programme and draft Treasury Management Strategy
 - b) Propose, to the Executive, any changes which should be made to the administration's draft budget proposals before the final draft is considered by Cabinet on 30th January 2025 and presented to Full County Council on 13th February 2025 for decision.
-

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 2025-26 draft revenue budget proposals were published on 6th January 2025 for the January cycle of Cabinet Committees. The draft revenue budget for 2025-26 is balanced in principle pending Cabinet endorsement and 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, increased/new grants in the provisional Local Government Finance Settlement (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 the updated draft proposed that this phasing difference is funded through a combination of using capital receipts for qualifying revenue expenditure and the extension of New Homes Bonus grant for one more year in 2025-26, with significantly less required from reserves.

1.5 The 6th January 2025 publication draft was based on provisional estimated council tax base and collection fund. The report to Cabinet on 30th January will include the latest update to these estimates with final estimates to be confirmed by 31st January 2025. Any changes will be reflected through drawdown from local tax equalisation reserve. The final report to County Council on 13th February 2025 will include the final council tax base estimates, the full Council report will also include the final Local Government Finance Settlement and business rates estimates if these have been announced in time for the publication deadline. The Cabinet and Council reports will also include any other late changes affecting the classification or timing of budget proposals although these are not anticipated to change the overall budget requirement.

1.6 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.

1.7 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.

1.8 The draft Treasury Management Strategy is based on medium term interest rate forecasts on the assumption that the Bank Rate (currently at 4.75%) has likely peaked and both short-term and long-term rates are expected to decline over the medium term. The capital financing requirement is not forecast to grow substantially over the medium term meaning additional external borrowing should not be required and debt balances are expected to decline over the medium term, as existing loans mature and are not replaced. The Council is expected to have ample capacity to continue supporting internal borrowing over the medium term to meet the residual borrowing requirement not fulfilled by external debt. The investment strategy has been reviewed and is judged to remain fit for purpose. The Council will keep the current split between internally managed, highly liquid and high-quality cash instruments (approximately two thirds of overall cash under management) and the strategic pooled fund's portfolio (circa one third).

1.9 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 each directorate (Appendix B)
- Projects under consideration for future capital programmes (Appendix C)
- High-level summary of the administration's draft revenue plans 2025-28 (Appendix D)
- Summary of the draft revenue plan for each directorate for 2025-26 (Appendix E)
- Treasury Management Strategy (Appendix F)

1.10 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 30th January 2025 (including consideration of issues raised and alternative proposals raised at Scrutiny Committee) prior to final approval at County Council on 13th February 2025.

3. Contact details

Report Authors:

Dave Shipton (Head of Finance Policy, Planning and Strategy)
03000 419418
dave.shipton@kent.gov.uk

Relevant Corporate Directors:

John Betts (Interim Corporate Director Finance)

03000 410066

john.betts@kent.gov.uk

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 16th May 2024)
- 3 [KCC's Risk Management Strategy, Policy and Programme](#) (Governance and Audit Committee 19th March 2024)
- 4 [KCC's approved 2024-25 Budget](#)
- 5 [2025-26 Budget Consultation \(Let's Talk Kent\) inc. the Budget Consultation report](#)
- 6 [2024-25 Quarter 2 Budget monitoring Report](#) (Cabinet 28th November 2024 – item 5)
- 7 [Securing Kent's Future – Budget Recovery Strategy](#)
- 8 [Securing Kent's Future – Budget Recovery Report](#)
- 9 [Member Budget Dashboards](#) (access restricted)
- 10 [Provisional Local Government Finance Settlement](#)

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
6	Total Cash Limit		1,997,962	589,106	273,454	274,633	176,208	112,683
Funded By:								
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
15	Total Finance		1,997,962	589,106	273,454	274,633	176,208	112,683

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
6	Total Cash Limit		100,703	94,067	93,987	94,007	96,822	92,292
Funded By:								
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					
15	Total Finance		100,703	94,067	93,987	94,007	96,822	92,292

Adult Social Care & Health (ASCH)

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	Home Support Fund & Equipment [1] [2]	Provision of equipment and/or alterations to individuals' homes	2,500		250	250	250	250
2	Total Rolling Programmes [3]		2,500		250	250	250	250
Kent Strategy for Services for Learning Disability (LD):								
3	Learning Disability Good Day Programme	To provide dedicated space, accessible equipment and facilities for people with a learning disability within inclusive community settings across the county	4,415	3,903	273	239	0	0
4	CareCubed	Purchase of software licenses	88	36	26	26	0	0
5	Total Individual Projects		4,503	3,939	299	265	0	0
6	Total - Adult Social Care & Health		7,003	3,939	549	515	250	250

[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

Adult Social Care & Health (ASCH)

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	Home Support Fund & Equipment [1] [2]	Provision of equipment and/or alterations to individuals' homes	250	250	250	250	250	250
2	Total Rolling Programmes [3]		250	250	250	250	250	250
Kent Strategy for Services for Learning Disability (LD):								
3	Learning Disability Good Day Programme	To provide dedicated space, accessible equipment and facilities for people with a learning disability within inclusive community settings across the county	0	0	0	0	0	0
4	CareCubed	Purchase of software licenses	0	0	0	0	0	0
5	Total Individual Projects		0	0	0	0	0	0
6	Total - Adult Social Care & Health		250	250	250	250	250	250

[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	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	Total Rolling Programmes [3]		206,345		26,295	24,050	19,500	19,500
Basic Need Schemes - to provide additional pupil places:								
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
Other Projects								
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	Total Individual Projects		359,274	162,244	70,818	81,711	33,838	7,825
17	Total - Children, Young People & Education		565,619	162,244	97,113	105,761	53,338	27,325

[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	Total Rolling Programmes [3]		19,500	19,500	19,500	19,500	19,500	19,500
Basic Need Schemes - to provide additional pupil places:								
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
Other Projects								
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	Total Individual Projects		2,838	0	0	0	0	0
17	Total - Children, Young People & Education		22,338	19,500	19,500	19,500	19,500	19,500

[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

Growth, Environment & Transport (GET)

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
Growth & Communities								
1	Country Parks Access and Development	Improvements and adaptations to country parks	756		126	70	70	70
2	Public Rights of Way (PROW)	Structural improvements of public rights of way	10,804		2,221	1,383	900	900
3	Public Sports Facilities Improvement	Capital grants for new provision/refurbishment of sports facilities and projects in the community	750		75	75	75	75
4	Village Halls and Community Centres	Capital Grants for improvements and adaptations to village halls and community centres	793		118	75	75	75
Transportation								
5	Highways Asset Management/Annual Maintenance [1] [2]	Maintaining Kent's roads	603,372		55,100	61,496	61,320	61,320
6	Integrated Transport Schemes [1] [2]	Improvements to road safety	39,941		4,373	3,952	3,952	3,952
7	Old Highways Schemes, Residual Works, Land Compensation Act (LCA) Part 1	Old Highways Schemes, Residual Works, LCA Part 1	93		80	13	0	0
8	Total Rolling Programmes [3]		656,509		62,093	67,064	66,392	66,392
Growth & Communities								
9	Digital Autopsy	To provide a body storage and digital autopsy facility	3,065	305	90	2,670	0	0
10	Essella Road Bridge (PROW)	Urgent works to ensure footbridge remains open	1,600	191	629	520	260	0
11	Public Mortuary	To consider options for the provision of a public mortuary	3,000	0	0	0	3,000	0
12	Innovation Investment Initiative (i3)	Provision of loans to small and medium enterprises with the potential for innovation and growth, helping them to improve their productivity and create jobs	10,375	7,379	1,190	1,100	706	0
13	Javelin Way Development	To provide accommodation for creative industries and the creation of industrial units	12,631	12,599	0	0	32	0
14	Kent & Medway Business Fund	Loan fund using recycled receipts from Regional Growth Fund, TIGER and Escalate, to enable creation of jobs and support business start ups	31,073	22,316	1,675	1,709	1,743	1,768
15	Kent & Medway Business Fund - Small Business Boost	Loan fund using recycled receipts from Regional Growth Fund, TIGER and Escalate, aimed at helping small businesses	12,268	2,977	1,778	1,813	1,849	1,876

Growth, Environment & Transport (GET)

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
16	Kent Empty Property Initiative - No Use Empty (NUE)	Bringing long term empty properties including commercial buildings and vacant sites back into use as quality housing accommodation	73,237	60,251	2,567	1,087	6,315	3,017
17	The Kent Broadband Voucher Scheme	Voucher scheme to benefit properties in hard to reach locations	2,862	514	533	1,298	517	0
Environment & Circular Economy								
18	Energy and Water Efficiency Investment Fund - External	Recycling loan fund for energy efficiency projects	2,876	2,711	57	49	35	23
19	Energy Reduction and Water Efficiency Investment - KCC	Recycling loan fund for energy efficiency projects	2,439	2,308	27	27	25	19
20	Leigh (Medway) Flood Storage Area	Contribution to partnership-funded projects to provide flood defences for the River Medway	2,500	2,053	447	0	0	0
21	Kings Hill Solar Farm	Construction of a solar farm	5,038	4,897	141	0	0	0
22	Maidstone Heat Network	To install heat pumps in offices in Maidstone	408	332	76	0	0	0
23	New Transfer Station - Folkestone & Hythe [1]	To provide a new waste transfer station in Folkestone & Hythe	10,302	644	5,100	4,558	0	0
24	Surface Water Flood Risk Management	To provide flood risk management and climate adaptation investment in capital infrastructure across Kent, to reduce the significant risks of local flooding and adapt to the impacts of climate change which are predicted to be substantial on the county	5,493	765	600	628	500	500
25	Windmill Asset Management & Weatherproofing	Works to ensure Windmills are in a safe and weatherproof condition	1,794	1,286	100	186	100	122
26	Local Authority Treescape Fund (LATF)	Tree planting programme funded by grant	979	646	152	125	56	0
27	Local Nutrient Mitigation Fund	Grant funding to ensure a dedicated resource to respond to housing stalling resulting from nutrient pollution	9,800	7,000	2,800	0	0	0
28	Reuse Shop at Allington Household Waste Recycling Centre	Capital contributions to the provision of a reuse shop	360	44	50	50	50	166
Transportation								
29	A2 Off Slip Wincheap, Canterbury [1]	To deliver an off-slip in the coastbound direction	4,400	0	1,500	2,199	701	0
30	A228 and B2160 Junction Improvements with B2017 Badsell Road [1]	Junction improvements	4,790	878	3,897	15	0	0
31	A28 Chart Road, Ashford [1]	Strategic highway improvement	29,699	4,549	3,819	11,061	10,190	80
32	Bath Street, Gravesend	Bus Lane project - Fastrack programme extension	5,520	5,095	425	0	0	0
33	Dover Bus Rapid Transit	To provide a high quality and reliable public transport service in the Dover area, funded from Housing Infrastructure funding	25,899	25,654	185	60	0	0

Growth, Environment & Transport (GET)

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
34	Fastrack Full Network - Bean Road Tunnels [1]	Construction of a tunnel linking Bluewater and the Eastern Quarry Development	23,539	2,903	11,439	9,197	0	0
35	Green Corridors	Programme of schemes to improve walking and cycling in Ebbsfeet	6,591	2,526	3,990	75	0	0
36	Herne Relief Road [1]	Provision of an alternative route between Herne Bay and Canterbury to avoid Herne village	9,076	9,076	0	0	0	0
37	Housing Infrastructure Fund - Swale Infrastructure Projects	Improvements to A249 Junctions at Grovehurst Road and Keycol Roundabout	45,199	35,890	9,124	185	0	0
38	Kent Active Travel Fund Phase 3	Investment in active travel initiatives as an alternative to the travelling public for shorter journeys	2,039	1,800	239	0	0	0
39	Kent Active Travel Fund Phase 4	Investment in active travel initiatives as an alternative to the travelling public for shorter journeys	2,698	1,782	916	0	0	0
40	Bearsted Road Improvements - formerly Kent Medical Campus (National Productivity Investment Fund - NPIF)	Project to ease congestion in Maidstone	14,357	8,278	6,049	30	0	0
41	Kent Thameside Strategic Transport Programme (Thamesway) [1]	Strategic highway improvement in Dartford & Gravesham	9,095	2,525	1,036	5,534	0	0
42	LED Conversion	Upgrading street lights to more energy efficient LED lanterns & implementation of Central Monitoring System	40,604	40,329	275	0	0	0
43	Maidstone Integrated Transport [1]	Improving transport links with various schemes in Maidstone	14,079	13,943	136	0	0	0
44	Rathmore Road Link	Road improvement scheme	7,808	7,777	31	0	0	0
45	Sturry Link Road, Canterbury [1]	Construction of bypass	43,774	6,072	1,646	26,486	9,111	301
46	Thanet Parkway	Construction of Thanet Parkway Railway Station to enhance rail access in east Kent and act as a catalyst for economic and housing growth	43,225	42,933	292	0	0	0
47	A229 Bluebell Hill M2 & M20 Interchange Upgrades [4]	Initial works for a scheme to upgrade junctions to increase capacity and provide free flowing interchange wherever possible	7,000	3,198	3,802	0	0	0
48	North Thanet Link (formerly known as A28 Birchington) [4]	Initial works on the creation of a relief road	4,294	4,002	292	0	0	0

Growth, Environment & Transport (GET)

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
49	Zebra Funding - Electric Buses and infrastructure	Grant funded projects for electric buses and infrastructure	9,526	8,234	1,292	0	0	0
50	Folkestone Brighter Futures	A package of transport and public realm improvements from Folkestone Central Station through to the Town Centre, funded from Levelling Up Fund 2, which KCC are delivering on behalf of Folkestone and Hythe District Council	15,953	5,254	10,279	420	0	0
51	Local Electric Vehicle Infrastructure (LEVI) [1]	Grant funded project to provide electric vehicle infrastructure	12,280	0	525	762	1,106	1,128
52	National Bus Strategy - Bus Service Improvement Plan	Part of the National Bus Strategy for England to provide improved quality buses and services	14,660	13,560	1,100	0	0	0
53	M20 Junction 7	Highway improvements at M20 junction 7	6,622	164	1,826	4,578	54	0
54	Thames Way (STIPS)		3,380	1,000	2,380	0	0	0
55	Manston to Haine Link [1]	A package of new highway links and improved highway infrastructure linking strategic development in Westwood and Manston	17,514	80	373	2,945	8,345	5,771
56	Ebbsfleet Development Corporation (EDC) Landscaping Improvements	To deliver an exemplar approach to design and maintenance of green infrastructure and the creation of ecological value at key gateways into the Garden City	1,878	150	1,728	0	0	0
57	Tunnel Fans	To enhance fans at Chestfield Tunnel	1,000	0	1,000	0	0	0
58	Total Individual Projects		618,599	376,870	87,608	79,367	44,695	14,771
59	Total - Growth, Environment & Transport		1,275,108	376,870	149,701	146,431	111,087	81,163

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[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

[4] Initial works only are reflected, with the main scheme in the Potential Projects section, whilst awaiting award of funding.

Growth, Environment & Transport (GET)

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
Growth & Communities								
1	Country Parks Access and Development	Improvements and adaptations to country parks	70	70	70	70	70	70
2	Public Rights of Way (PROW)	Structural improvements of public rights of way	900	900	900	900	900	900
3	Public Sports Facilities Improvement	Capital grants for new provision/refurbishment of sports facilities and projects in the community	75	75	75	75	75	75
4	Village Halls and Community Centres	Capital Grants for improvements and adaptations to village halls and community centres	75	75	75	75	75	75
Transportation								
5	Highways Asset Management/Annual Maintenance [1] [2]	Maintaining Kent's roads	61,320	61,320	61,320	61,320	61,320	61,320
6	Integrated Transport Schemes [1] [2]	Improvements to road safety	3,952	3,952	3,952	3,952	3,952	3,952
7	Old Highways Schemes, Residual Works, Land Compensation Act (LCA) Part 1	Old Highways Schemes, Residual Works, LCA Part 1	0	0	0	0	0	0
8	Total Rolling Programmes [3]		66,392	66,392	66,392	66,392	66,392	66,392
Growth & Communities								
9	Digital Autopsy	To provide a body storage and digital autopsy facility	0	0	0	0	0	0
10	Essella Road Bridge (PROW)	Urgent works to ensure footbridge remains open	0	0	0	0	0	0
11	Public Mortuary	To consider options for the provision of a public mortuary	0	0	0	0	0	0
12	Innovation Investment Initiative (i3)	Provision of loans to small and medium enterprises with the potential for innovation and growth, helping them to improve their productivity and create jobs	0	0	0	0	0	0
13	Javelin Way Development	To provide accommodation for creative industries and the creation of industrial units	0	0	0	0	0	0
14	Kent & Medway Business Fund	Loan fund using recycled receipts from Regional Growth Fund, TIGER and Escalate, to enable creation of jobs and support business start ups	1,862	0	0	0	0	0
15	Kent & Medway Business Fund - Small Business Boost	Loan fund using recycled receipts from Regional Growth Fund, TIGER and Escalate, aimed at helping small businesses	1,975	0	0	0	0	0

Growth, Environment & Transport (GET)

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
16	Kent Empty Property Initiative - No Use Empty (NUE)	Bringing long term empty properties including commercial buildings and vacant sites back into use as quality housing accommodation	0	0	0	0	0	0
17	The Kent Broadband Voucher Scheme	Voucher scheme to benefit properties in hard to reach locations	0	0	0	0	0	0
Environment & Circular Economy								
18	Energy and Water Efficiency Investment Fund - External	Recycling loan fund for energy efficiency projects	1	0	0	0	0	0
19	Energy Reduction and Water Efficiency Investment - KCC	Recycling loan fund for energy efficiency projects	17	14	2	0	0	0
20	Leigh (Medway) Flood Storage Area	Contribution to partnership-funded projects to provide flood defences for the River Medway	0	0	0	0	0	0
21	Kings Hill Solar Farm	Construction of a solar farm	0	0	0	0	0	0
22	Maidstone Heat Network	To install heat pumps in offices in Maidstone	0	0	0	0	0	0
23	New Transfer Station - Folkestone & Hythe [1]	To provide a new waste transfer station in Folkestone & Hythe	0	0	0	0	0	0
24	Surface Water Flood Risk Management	To provide flood risk management and climate adaptation investment in capital infrastructure across Kent, to reduce the significant risks of local flooding and adapt to the impacts of climate change which are predicted to be substantial on the county	500	500	500	500	500	0
25	Windmill Asset Management & Weatherproofing	Works to ensure Windmills are in a safe and weatherproof condition	0	0	0	0	0	0
26	Local Authority Treescape Fund (LATF)	Tree planting programme funded by grant	0	0	0	0	0	0
27	Local Nutrient Mitigation Fund	Grant funding to ensure a dedicated resource to respond to housing stalling resulting from nutrient pollution	0	0	0	0	0	0
28	Reuse Shop at Allington Household Waste Recycling Centre	Capital contributions to the provision of a reuse shop	0	0	0	0	0	0
Transportation								
29	A2 Off Slip Wincheap, Canterbury [1]	To deliver an off-slip in the coastbound direction	0	0	0	0	0	0
30	A228 and B2160 Junction Improvements with B2017 Badsell Road [1]	Junction improvements	0	0	0	0	0	0
31	A28 Chart Road, Ashford [1]	Strategic highway improvement	0	0	0	0	0	0
32	Bath Street, Gravesend	Bus Lane project - Fastrack programme extension	0	0	0	0	0	0
33	Dover Bus Rapid Transit	To provide a high quality and reliable public transport service in the Dover area, funded from Housing Infrastructure funding	0	0	0	0	0	0

Growth, Environment & Transport (GET)

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
34	Fastrack Full Network - Bean Road Tunnels [1]	Construction of a tunnel linking Bluewater and the Eastern Quarry Development	0	0	0	0	0	0
35	Green Corridors	Programme of schemes to improve walking and cycling in Ebbsfleet	0	0	0	0	0	0
36	Herne Relief Road [1]	Provision of an alternative route between Herne Bay and Canterbury to avoid Herne village	0	0	0	0	0	0
37	Housing Infrastructure Fund - Swale Infrastructure Projects	Improvements to A249 Junctions at Grovehurst Road and Keycol Roundabout	0	0	0	0	0	0
38	Kent Active Travel Fund Phase 3	Investment in active travel initiatives as an alternative to the travelling public for shorter journeys	0	0	0	0	0	0
39	Kent Active Travel Fund Phase 4	Investment in active travel initiatives as an alternative to the travelling public for shorter journeys	0	0	0	0	0	0
40	Bearsted Road Improvements - formerly Kent Medical Campus (National Productivity Investment Fund - NPIF)	Project to ease congestion in Maidstone	0	0	0	0	0	0
41	Kent Thameside Strategic Transport Programme (Thamesway) [1]	Strategic highway improvement in Dartford & Gravesham	0	0	0	0	0	0
42	LED Conversion	Upgrading street lights to more energy efficient LED lanterns & implementation of Central Monitoring System	0	0	0	0	0	0
43	Maidstone Integrated Transport [1]	Improving transport links with various schemes in Maidstone	0	0	0	0	0	0
44	Rathmore Road Link	Road improvement scheme	0	0	0	0	0	0
45	Sturry Link Road, Canterbury [1]	Construction of bypass	68	90	0	0	0	0
46	Thanet Parkway	Construction of Thanet Parkway Railway Station to enhance rail access in east Kent and act as a catalyst for economic and housing growth	0	0	0	0	0	0
47	A229 Bluebell Hill M2 & M20 Interchange Upgrades [4]	Initial works for a scheme to upgrade junctions to increase capacity and provide free flowing interchange wherever possible	0	0	0	0	0	0
48	North Thanet Link (formerly known as A28 Birchington) [4]	Initial works on the creation of a relief road	0	0	0	0	0	0

Growth, Environment & Transport (GET)

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
49	Zebra Funding - Electric Buses and infrastructure	Grant funded projects for electric buses and infrastructure	0	0	0	0	0	0
50	Folkestone Brighter Futures	A package of transport and public realm improvements from Folkestone Central Station through to the Town Centre, funded from Levelling Up Fund 2, which KCC are delivering on behalf of Folkestone and Hythe District Council	0	0	0	0	0	0
51	Local Electric Vehicle Infrastructure (LEVI) [1]	Grant funded project to provide electric vehicle infrastructure	1,150	1,171	1,193	1,215	4,030	0
52	National Bus Strategy - Bus Service Improvement Plan	Part of the National Bus Strategy for England to provide improved quality buses and services	0	0	0	0	0	0
53	M20 Junction 7	Highway improvements at M20 junction 7	0	0	0	0	0	0
54	Thames Way (STIPS)		0	0	0	0	0	0
55	Manston to Haine Link [1]	A package of new highway links and improved highway infrastructure linking strategic development in Westwood and Manston	0	0	0	0	0	0
56	Ebbsfleet Development Corporation (EDC) Landscaping Improvements	To deliver an exemplar approach to design and maintenance of green infrastructure and the creation of ecological value at key gateways into the Garden City	0	0	0	0	0	0
57	Tunnel Fans	To enhance fans at Chestfield Tunnel	0	0	0	0	0	0
58	Total Individual Projects		5,573	1,775	1,695	1,715	4,530	0
59	Total - Growth, Environment & Transport		71,965	68,167	68,087	68,107	70,922	62,608

[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

[4] Initial works only are reflected, with the main scheme in the Potential Projects section, whilst awaiting award of funding.

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

Chief Executive's Department (CED)

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	Feasibility Fund [1]	Forward funding to enable future projects assess feasibility	3,973	1,634	-1,655	3,994	0	0
2	Total Individual Projects		3,973	1,634	-1,655	3,994	0	0
3	Total - Chief Executive's Department		3,973	1,634	1,655	3,994	0	0

[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

Chief Executive's Department (CED)

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	Feasibility Fund [1]	Forward funding to enable future projects assess feasibility	0	0	0	0	0	0
2	Total Individual Projects		0	0	0	0	0	0
3	Total - Chief Executive's Department		0	0	0	0	0	0

[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

Deputy Chief Executive's Department (DCED)

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	Corporate Property Strategic Capital Delivery [1] [2]	Costs associated with delivering the capital programme	25,000		2,500	2,500	2,500	2,500
2	Disposal Costs [1]	Costs of disposing of surplus property	6,500		650	650	650	650
3	Modernisation of Assets (MOA) [1]	Maintaining KCC estates	35,268		8,163	5,310	3,000	795
4	Total Rolling Programmes [3]		66,768		11,313	8,460	6,150	3,945
5	Asset Utilisation	Strategic utilisation of assets in order to achieve revenue savings and capital receipts	2,675	926	1,749	0	0	0
6	Strategic Estate Programme	Options for the council's future strategic estate	20,000	2,367	5,250	7,000	5,383	0
7	Strategic Reset Programme [1]	Shape our organisation through our people, technology & infrastructure, identifying & connecting priority projects for maximum impact	6,768	2,062	2,234	2,472	0	0
8	Dover Discovery Centre [1]	Refurbishment to make the building fit for purpose	8,430	6,580	1,850	0	0	0
10	Additional accommodation requirements for unaccompanied asylum seeking children (UASC)	To provide suitable accommodation requirements for UASC	37,834	32,484	5,350	0	0	0
11	Total Individual Projects		75,707	44,419	16,433	9,472	5,383	0
12	Total - Deputy Chief Executive s Department		142,475	44,419	27,746	17,932	11,533	3,945

[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

Deputy Chief Executive's Department (DCED)

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	Corporate Property Strategic Capital Delivery [1] [2]	Costs associated with delivering the capital programme	2,500	2,500	2,500	2,500	2,500	2,500
2	Disposal Costs [1]	Costs of disposing of surplus property	650	650	650	650	650	650
3	Modernisation of Assets (MOA) [1]	Maintaining KCC estates	3,000	3,000	3,000	3,000	3,000	3,000
4	Total Rolling Programmes [3]		6,150	6,150	6,150	6,150	6,150	6,150
5	Asset Utilisation	Strategic utilisation of assets in order to achieve revenue savings and capital receipts	0	0	0	0	0	0
6	Strategic Estate Programme	Options for the council's future strategic estate	0	0	0	0	0	0
7	Strategic Reset Programme [1]	Shape our organisation through our people, technology & infrastructure, identifying & connecting priority projects for maximum impact	0	0	0	0	0	0
8	Dover Discovery Centre [1]	Refurbishment to make the building fit for purpose	0	0	0	0	0	0
10	Additional accommodation requirements for unaccompanied asylum seeking children (UASC)	To provide suitable accommodation requirements for UASC	0	0	0	0	0	0
11	Total Individual Projects		0	0	0	0	0	0
12	Total - Deputy Chief Executive s Department		6,150	6,150	6,150	6,150	6,150	6,150

[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
Shortfall on Council's Office and Highways Network to Maintain Backlogs at Steady State							
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
Potential Forthcoming Projects							
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
Total Potential Forthcoming Projects			2,166,878	220,868	200,453	215,001	331,643

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
Shortfall on Council's Office and Highways Network to Maintain Backlogs at Steady State								
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
Potential Forthcoming Projects								
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						
	Total Potential Forthcoming Projects		251,712	213,182	174,894	184,976	183,195	190,954

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
			SPENDING									
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	TOTAL SPENDING	150,438.6	45,204.4	195,643.0	113,139.4	-34,865.9	78,273.5	115,483.2	-20,093.3	95,389.9
			SAVINGS, INCOME & GRANT									
-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	TOTAL SAVINGS & INCOME	-62,716.1	-65.0	-62,781.1	-30,238.7	0.0	-30,238.7	-31,793.1	0.0	-31,793.1
	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	TOTAL SAVINGS, INCOME & GRANT	-62,716.1	-25,274.8	-87,990.9	-30,238.7	18,429.4	-11,809.3	-31,793.1	-8,876.7	-40,669.8
			MEMORANDUM:									
			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
				-62,716.1	-25,274.8	-87,990.9	-30,238.7	18,429.4	-11,809.3	-31,793.1	-8,876.7	-40,669.8
			Prior Year savings rolling forward for delivery in 25-26									
			TOTAL Savings for delivery in 2025-26	-95,451.4	-28,637.6	-124,089.0						

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	
RESERVES												
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	TOTAL RESERVES	9,695.8	-20,766.2	-11,070.4	14,852.9	16,436.5	31,289.4	7,741.9	28,970.0	36,711.9
113,896.2	0.0	113,896.2	NET CHANGE	97,418.3	-836.6	96,581.7	97,753.6	0.0	97,753.6	91,432.0	0.0	91,432.0
			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
1,429,506.8	0.0	1,429,506.8	NET BUDGET	1,526,088.5	0.0	1,526,088.5	1,604,182.4	0.0	1,604,182.4	1,679,852.7	0.0	1,679,852.7
MEMORANDUM:												
The net impact on our reserves balances is:												
27,481.5	0.0	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
-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
12,604.1	-1,350.5	11,253.6	Net movement in Reserves	29,364.2	-11,398.1	17,966.1	43,817.1	5,038.4	48,855.5	43,538.0	34,008.4	77,546.4
PER INITIAL DRAFT BUDGET												
			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
			NET CHANGE	79,710.0	-836.6	78,873.4	100,424.6	0.0	100,424.6	72,652.3	0.0	72,652.3
CHANGE FROM INITIAL DRAFT BUDGET												
			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
			NET CHANGE	17,708.3	0.0	17,708.3	-2,671.0	0.0	-2,671.0	18,779.7	0.0	18,779.7

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
Funding per the Local Government Finance Settlement & Local Taxation											
	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
	1,429,506.8	Total Funding			1,526,088.5			1,604,182.4			1,679,852.7

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	TOTAL		Total £000s	ASCH	Public Health	CYPE			GET			CED	DCED	NAC	CHB		
	Core £000s	External £000s		Core £000s	External £000s	Core £000s	External £000s	Total £000s	Core £000s	External £000s	Total £000s	Core £000s	Core £000s	Core £000s	Core £000s	External £000s	Total £000s
PER INITIAL DRAFT BUDGET																	
GROWTH	117,204.8	12,558.8	129,763.6	66,141.4	3,456.2	35,552.6	20,168.0	55,720.6	13,356.7	0.0	13,356.7	182.9	1,055.7	-10,826.1	11,741.6	-11,065.4	676.2
SAVINGS, INCOME & GRANT	-41,633.1	7,370.8	-34,262.3	-24,016.5	-1,866.6	-22,133.9	-1,828.0	-23,961.9	-1,372.5	0.0	-1,372.5	-3,795.1	-1,089.0	10,523.9	250.0	11,065.4	11,315.4
RESERVES	4,138.3	-20,766.2	-16,627.9	567.2	-2,026.2	0.0	-18,740.0	-18,740.0	315.0	0.0	315.0	262.0	-69.1	3,063.2	0.0	0.0	0.0
NET CHANGE	79,710.0	-836.6	78,873.4	42,692.1	-436.6	13,418.7	-400.0	13,018.7	12,299.2	0.0	12,299.2	-3,350.2	-102.4	2,761.0	11,991.6	0.0	11,991.6
CHANGE FROM INITIAL DRAFT BUDGET																	
GROWTH	33,233.8	32,645.6	65,879.4	14,157.0	0.0	4,782.7	11,276.2	16,058.9	935.8	1,867.0	2,802.8	271.4	7,732.3	-4,006.5	9,361.1	19,502.4	28,863.5
SAVINGS, INCOME & GRANT	-21,083.0	-32,645.6	-53,728.6	150.9	0.0	949.1	-11,276.2	-10,327.1	-13,489.8	-1,867.0	-15,356.8	-200.0	-8,114.3	500.0	-878.9	-19,502.4	-20,381.3
RESERVES	5,557.5	0.0	5,557.5	0.0	0.0	0.0	0.0	0.0	400.0	0.0	400.0	0.0	0.0	5,157.5	0.0	0.0	0.0
NET CHANGE	17,708.3	0.0	17,708.3	14,307.9	0.0	5,731.8	0.0	5,731.8	-12,154.0	0.0	-12,154.0	71.4	-382.0	1,651.0	8,482.2	0.0	8,482.2

Treasury Management Strategy

Introduction

1. Treasury management is the management of the Council's cash flows, borrowing and investments, and the associated risks. The Council has borrowed and invested substantial sums of money and is therefore exposed to financial risks including the loss of invested funds and the revenue effect of changing interest rates. The successful identification, monitoring and control of financial risk are therefore central to the Council's prudent financial management.
2. Treasury risk management at the Council is conducted within the framework of the Chartered Institute of Public Finance and Accountancy's Treasury Management in the Public Services: Code of Practice 2021 Edition (the CIPFA Code) which requires the Council to approve a Treasury Management Strategy before the start of each financial year. This report fulfils the Council's legal obligation under the Local Government Act 2003 to have regard to the CIPFA Code.
3. Investments held for service purposes or for commercial profit are considered in the separate Appendix N - Investment Strategy.

External Context

Economic background

4. The following economic commentary is provided by the Council's treasury advisors, Link Group.
5. *"The third quarter of 2024 (July to September) saw:*
 - *GDP growth stagnating in July following downwardly revised Q2 figures (0.5% q/q)*
 - *A further easing in wage growth as the headline 3myy rate (including bonuses) fell from 4.6% in June to 4.0% in July;*
 - *CPI inflation hitting its target in June before edging above it to 2.2% in July and August;*
 - *Core CPI inflation increasing from 3.3% in July to 3.6% in August;*
 - *The Bank of England initiating its easing cycle by lowering interest rates from 5.25% to 5.0% in August and holding them steady in its September meeting;*
 - *10-year gilt yields falling to 4.0% in September*
6. *Over the aforementioned period, the economy's stagnation in June and July pointed more to a mild slowdown in UK GDP growth than a sudden drop back into a recession. However, in the interim period, to 12 December, arguably the biggest impact on the economy's performance has been the negative market sentiment in respect of the fallout from the Chancellor's Budget on 30 October.*

7. *If we reflect on the 30 October Budget, our central case is that those policy announcements will prove to be inflationary, at least in the near-term. The Office for Budgetary Responsibility and the Bank of England concur with that view. The latter have the CPI measure of inflation hitting 2.5% y/y by the end of 2024 and staying sticky until at least 2026. The Bank forecasts CPI to be elevated at 2.7% y/y (Q4 2025) before dropping back to sub-2% in 2027. Nonetheless, since the Budget, the October inflation print has shown the CPI measure of inflation bouncing up to 2.3% y/y with the prospect that it will be close to 3% by the end of the year before falling back slowly through 2025. The RPI measure has also increased significantly to 3.4% y/y.*
8. *How high inflation goes will primarily be determined by several key factors. First amongst those is that the major investment in the public sector, according to the Bank of England, will lift UK real GDP to 1.7% in 2025 before growth moderates in 2026 and 2027. The debate around whether the Government's policies lead to a material uptick in growth primarily focus on the logistics of fast-tracking planning permissions, identifying sufficient skilled labour to undertake a resurgence in building, and an increase in the employee participation rate within the economy.*
9. *There are inherent risks to all the above. The worst-case scenario would see systemic blockages of planning permissions and the inability to identify and resource the additional workforce required to deliver large-scale IT, housing and infrastructure projects. This would lead to upside risks to inflation, an increased prospect of further Government borrowing & tax rises in the June 2025 Spending Review (pushed back from the end of March), and a tepid GDP performance.*
10. *Regarding having a sufficiently large pool of flexible and healthy workers, the initial outlook does not look bright. Research from Capital Economics has alluded to an increase of some 500,000 construction workers being needed to provide any chance of the Government hitting its target of 300,000 new homes being built in each of the next five years (234,000 net additional dwellings in England in 2022/23). But the last time such an increase was needed, and construction employment is currently at a nine-year low, it took 12 years to get there (1996 to 2008). Also note, as of October 2024, job vacancies in the construction sector were still higher than at any time in the 20 years preceding the pandemic.*
11. *Currently, it also seems likely that net inward migration is set to fall, so there is likely to be a smaller pool of migrant workers available who, in the past, have filled the requirement for construction worker demand. The Government plans to heavily promote training schemes, particularly to the one million 16- to 24-year-olds who are neither in education nor work. But it is arguable as to whether the employee shortfall can be made up from this source in the requisite time, even if more do enter the workforce.*
12. *Against, this backdrop, there may be a near-term boost to inflation caused by a wave of public sector cash chasing the same construction providers over the course of the next year or so, whilst wages remain higher than the Bank currently forecasts because of general labour shortages, including in social care where Government accepts there is a 150,000 shortfall at present.*

13. *Unemployment stands at a low 4.3% (September), whilst wages are rising at 4.3% y/y (including bonuses) and 4.8% (excluding bonuses). The Bank would ideally like to see further wage moderation to underpin any further gradual relaxing of monetary policy. Indeed, over the next six months, the market is currently only pricing in Bank Rate reductions in February and May – which would see Bank Rate fall to 4.25% - but further cuts, thereafter, are highly likely to be even more data-dependent.*
14. *If we focus on borrowing, a term we are likely to hear throughout 2025 is “bond vigilante”. Essentially, this represents a generic term for when the market is ill at ease with the level of government borrowing and demands a higher return for holding debt issuance. In the UK, we do not need to go back too far to recall the negative market reaction to the Truss/Kwarteng budget of 2022. But long-term borrowing rates have already gradually moved back to those levels since their recent low point in the middle of September 2024. Of course, the UK is not alone in this respect. Concerns prevail as to what the size of the budget deficit will be in the US, following the election of Donald Trump as President, and in France there are on-going struggles to form a government to address a large budget deficit problem too. Throw into the mix the uncertain outcome to German elections, and there is plenty of bond investor concern to be seen.*
15. *Staying with the US, Donald Trump’s victory paves the way for the introduction/extension of tariffs that could prove inflationary whilst the same could be said of further tax cuts. Invariably the direction of US Treasury yields in reaction to his core policies will, in all probability, impact UK gilt yields. So, there are domestic and international factors that could impact PWLB rates whilst, as a general comment, geo-political risks continue to abound in Europe, the Middle East and Asia.*
16. *In the past month, the US Core CPI measure of inflation has indicated that inflation is still a concern (3.3% y/y, 0.3% m/m), as has the November Producer Prices Data (up 3.0 y/y v a market estimate of 2.6% y/y, 0.4% m/m v an estimate of 0.2% m/m) albeit probably insufficient to deter the FOMC from cutting US rates a further 0.25% at its December meeting. However, with Trump’s inauguration as President being held on 20 January, further rate reductions and their timing will very much be determined by his policy announcements and their implications for both inflation and Treasury issuance.*
17. *Looking at gilt movements in the first half of 2024/25, and you will note the 10-year gilt yield declined from 4.32% in May to 4.02% in August as the Bank’s August rate cut signalled the start of its loosening cycle. More recently, however, 10 year gilt yields have spiked back up to 4.35%.*
18. *The FTSE 100 reached a peak of 8,380 in the third quarter of 2024 (currently 8.304), but its performance is firmly in the shade of the US S&P500, which has breached the 6,000 threshold on several occasions recently, delivering returns upwards of 25% y/y. The catalyst for any further rally (or not) is likely to be the breadth of AI’s impact on business growth and performance”.*

Interest rate forecast

19. The Council has appointed Link Group as its treasury advisor and part of their service is to assist the formulation of a view on interest rates. Link provided the following

forecasts on 11 November 2024. These are forecasts for Bank Rate and PWLB certainty rates (gilt yields plus 80 bps).

Link Group Interest Rate View 11.11.24	Dec -24	Mar-25	Jun-25	Sep -25	Dec -25	Mar-26	Jun-26	Sep -26	Dec -26	Mar-27	Jun-27	Sep -27	Dec -27
Bank Rate	4.75	4.50	4.25	4.00	4.00	3.75	3.75	3.75	3.50	3.50	3.50	3.50	3.50
5yr PWLB	5.00	4.90	4.80	4.60	4.50	4.50	4.40	4.30	4.20	4.10	4.00	4.00	3.90
10yr PWLB	5.30	5.10	5.00	4.80	4.80	4.70	4.50	4.50	4.40	4.30	4.20	4.20	4.10
25yr PWLB	5.60	5.50	5.40	5.30	5.20	5.10	5.00	4.90	4.80	4.70	4.60	4.50	4.50
50yr PWLB	5.40	5.30	5.20	5.10	5.00	4.90	4.80	4.70	4.60	4.50	4.40	4.30	4.30

20. Link forecast that the Bank of England will reduce Bank Rate (in cuts of 25bps) to 3.50% by December 2026 in order to keep inflation at a mandated target level of 2%. Gilt yields and PWLB rates are similarly projected to fall back over the timeline of Link Group forecasts.
21. These interest rate forecasts are a central estimate, not a prediction, and there are upside and downside risks, which could alter the eventual path of interest rates.

Local Context

22. The following table summarises the Council's balance sheet for the current (2024/25) and previous financial year and provides a forecast for the medium term.

Balance sheet summary and forecast

	31.3.24	31.3.25	31.3.26	31.3.27	31.3.28
	Actual	Estimate	Forecast	Forecast	Forecast
	£m	£m	£m	£m	£m
Total CFR	1,268.3	1,304.8	1,289.9	1,311.9	1,294.4
Other long-term liabilities	178.5	225.1	214.9	203.6	192.6
Adjustment for Transferred Debt ¹	27.8	26.6	25.6	24.5	23.6
Loans CFR	1,117.6	1,106.3	1,100.6	1,132.8	1,125.4
External borrowing	-771.9	-742.6	-710.3	-685.1	-676.9
Internal borrowing	345.7	363.7	390.3	447.7	448.5
Less balance sheet resources	791.7	741.7	749.1	771.3	823.8
Treasury investments	446.0	378.0	358.8	323.6	375.3

¹ The Council manages debt on behalf of Medway Council that was transferred to it following the reorganisation that created Medway Council. The value of this debt is included within the total sum of external borrowing shown in the balance sheet summary and forecast table and therefore it is also included in the calculation of the loans CFR within the table. This is in accordance with the requirements of the Prudential Code and ensures that resultant comparison between the loans CFR, external borrowing and internal borrowing is presented on a consistent basis.

23. The Council's capital expenditure plans are the key driver of treasury management activity and the starting point for the treasury management strategy is the Capital Financing Requirement (CFR). The CFR is simply the total historic outstanding capital expenditure which has not yet been paid for from either revenue or capital resources. It is essentially a measure of the Council's indebtedness and so its underlying borrowing need. Any capital expenditure, which has not immediately been paid for through a revenue or capital resource, will increase the CFR. The Council's current capital expenditure and financing plans are set out in the Capital Strategy at appendix O.
24. The CFR does not increase indefinitely, due the requirement to make a minimum revenue provision, a statutory annual revenue charge which broadly reduces the indebtedness in line with each asset's life, and so charges the economic consumption of capital assets as they are used. The MRP charge is not shown separately here but is factored into the CFR.
25. The Total CFR includes any other long-term liabilities (e.g., PFI schemes, finance leases). Whilst these increase the CFR, and therefore the Authority's borrowing requirement, these types of schemes include a borrowing facility by the PFI, PPP lease provider and so the Authority is not required to separately borrow for these schemes. For the purposes of determining the treasury management strategy, other long-term liabilities are removed to arrive at the Loans CFR.
26. The Council has externally borrowed £742.6m (as at 31 March 2025) to meet most of the borrowing requirement implied by the Loans CFR, and this figure will decline gradually over the medium term as external loans mature and are repaid (assuming no additional external borrowing is undertaken).
27. The balance of the Loans CFR borrowing requirement is met through internal borrowing, namely the temporary use of the Council's balance sheet resources on lieu of investment. The Council's internal borrowing is forecast to rise over the medium term, compensating for the change in external borrowing noted above.
28. Balance sheet resources represent the Council's underlying capacity for investment (mostly reserves, provisions and working capital). Balance sheet resources exceed internal borrowing and therefore the Council is forecast to continue to have positive external investment balances for the foreseeable future.
29. The current borrowing and investment balances, as at 30 November 2024, when the Council held £746.7m of external borrowing and £456.5m of treasury investments, are set out in further detail in Annex A.

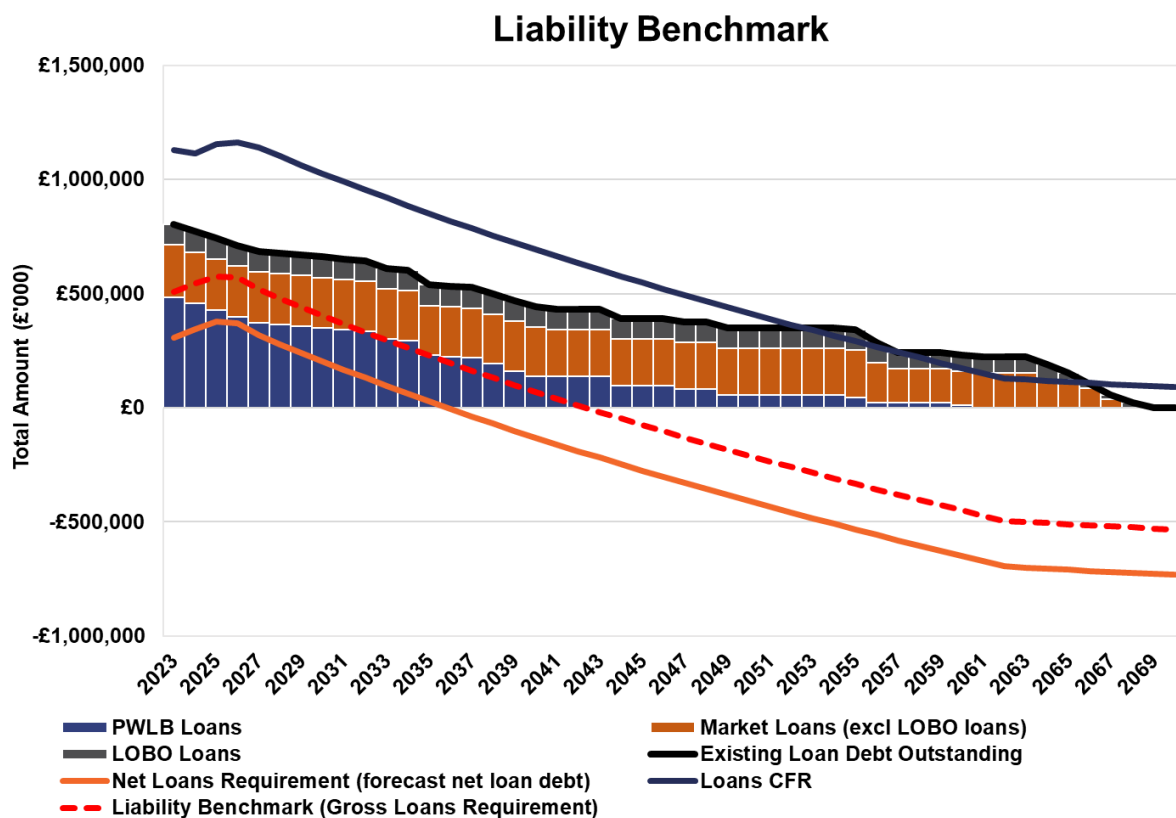
Liability benchmark

30. To compare the Council's actual borrowing against an alternative strategy, a liability benchmark has been calculated showing the lowest risk level of borrowing. This assumes the same forecasts as table 1 above, but that cash and investment balances are kept to a minimum level of £200m at each year-end to maintain sufficient liquidity but minimise credit risk.

31. The liability benchmark is an important tool to help establish whether the Council is likely to be a long-term borrower or long-term investor in the future, and so shape its strategic focus and decision making. The liability benchmark itself represents an estimate of the minimum cumulative amount of external borrowing the Council must hold to fund its current capital and revenue plans while keeping treasury investments at the minimum level required to manage day-to-day cash flow.

32. The liability benchmark is shown in the below chart. The chart illustrates the maturity profile of the Council’s existing borrowing and assumes no new capital expenditure financed by borrowing beyond 2027/28.

Figure 1: Liability Benchmark Chart



33. The chart shows the overall borrowing requirement (the Loans CFR), which is projected to increase moderately over the medium term in line with the authority’s plans, before declining over the long term as the annual minimum revenue provision (MRP) charge gradually reduces the Council’s borrowing requirement. The borrowing requirement is currently met by a combination of fixed rate loans, LOBO loans and internal borrowing.

34. The Council could theoretically reduce its investment balances to zero and maximise the use of internal borrowing before acquiring any external borrowing. The net loans requirement (orange solid line) represents the minimum amount of external borrowing

required under this strategy. However, such an approach would naturally involve an intolerable level of liquidity risk, and therefore a minimum liquidity requirement (assessed at £200m) is added to the net loans requirement to arrive at the liability benchmark itself. In effect, the liability benchmark represents the minimum amount of debt that the Council requires to meet its borrowing requirement and to provide sufficient liquidity for day-to-day cash flow.

35. The chart demonstrates that the Council's existing stock of external debt, exceeds the minimum amount required based on current financial plans, and therefore the authority does not have a need to enter into new external borrowing. The liability benchmark is forecast to rise over the medium term due to a combined increase in capital expenditure and reduction in available balance sheet resources (usable reserves, mainly) before declining over the long term. At the same time external debt is forecast to decline as individual loans expire.
36. Although not shown in figure 1, both the Loans CFR and the liability benchmark are likely to increase in later years as new capital expenditure cycles are approved.

Borrowing Strategy

37. On 30 November 2024, the Council had £746.7m external debt, including £27.0m attributable to Medway Council, as part of its strategy for funding previous years' capital programmes. This represents a decrease of £25.2m on 31 March 2024 and reflects the Council's strategy of maintaining borrowing below the underlying levels.
38. The balance sheet forecast in table 1 shows that the Council does not expect to need to undertake additional borrowing in 2025-26. The Council may borrow to pre-fund future years' requirements, providing this does not exceed the authorised limit for borrowing set out in the Capital Strategy (Appendix O).

Objective

39. The Council's chief objective when borrowing money is to strike an appropriately low risk balance between securing low interest costs and achieving certainty of those costs over the period for which funds are required. The flexibility to renegotiate loans should the Council's long-term plans change is a secondary objective.

Strategy

40. Given the significant cuts to public expenditure and in particular to local government funding, the Council's borrowing strategy continues to address the key issue of affordability without compromising the longer-term stability of the debt portfolio.
41. The Council is currently maintaining an under-borrowed position. This means that the underlying borrowing need, (the Capital Financing Requirement), has not been fully funded with loan debt as cash supporting the Council's reserves, balances and cash flow has been used as a temporary measure. Although the path of future interest rates is uncertain, the central expectation is that borrowing rates (costs) will fall from their current

levels (see interest rate forecast table above). The Council is forecast to have sufficient liquidity in the near to medium term to support an underborrowed position.

42. By doing so, the Council is able to reduce net borrowing costs and reduce investment counterparty exposure. Internal borrowing is not cost free as it is at the expense of investment returns foregone and neither does it remove the need for Minimum Revenue Provision (MRP) to be made.
43. Given borrowing rates are forecast to decline over the medium term, consideration will also be given to short term rather than long term external borrowing should liquidity considerations necessitate any additional external borrowing (although it is not the Council's central expectation that borrowing will be required for liquidity reasons).
44. Against this background and the risks within the economic forecast, caution will be adopted with the 2025/26 treasury operations. The benefits of internal and short-term borrowing will be monitored regularly against the potential for incurring additional costs by deferring borrowing into future years. The Corporate Director Finance will monitor interest rates in financial markets and adopt a pragmatic approach to changing circumstances:
- *if it was felt that there was a significant risk of a sharp FALL in borrowing rates, then borrowing will be postponed.*
 - *if it was felt that there was a significant risk of a much sharper RISE in borrowing rates than that currently forecast, fixed rate funding will be drawn whilst interest rates are lower than they are projected to be in the next few years.*
45. The Council also retains the option to arrange forward starting loans, where the interest rate is fixed in advance, but the cash is received in later years. This would enable certainty of cost to be achieved without suffering a cost of carry in the intervening period.
46. Any decisions will be reported to the Treasury Management Group and the Governance and Audit Committee at the next available opportunity.

Sources of borrowing

47. The Council has previously raised the majority of its long-term borrowing from the PWLB and is likely to continue with this practice but will consider long-term loans from other sources including banks, pension funds and local authorities, and will investigate the possibility of issuing bonds and similar instruments, in order to lower interest costs and reduce over-reliance on one source of funding in line with the CIPFA Code.
48. The approved sources of long-term and short-term borrowing are:
- HM Treasury's PWLB lending facility (formerly the Public Works Loan Board)
 - any institution approved for investments (see below)
 - any other bank or building society authorised to operate in the UK
 - any other UK public sector body
 - UK public and private sector pension funds (except the Kent Pension Fund)

- capital market bond investors
- UK Municipal Bonds Agency plc and other special purpose companies created to enable local Council bond issues
- UK National Wealth Fund

49. PWLB lending arrangements have changed, and loans are no longer available to local authorities planning to buy investment assets primarily for yield. The Council does not intend to borrow to invest primarily for financial return and will retain its access to PWLB loans.

Other sources of debt finance

50. In addition, capital finance may be raised by the following methods that are not borrowing, but may be classed as other debt liabilities:
- leasing
 - hire-purchase
 - Private Finance Initiative
 - sale and leaseback

LOBO (Lender's Option Borrower's Option) loans

51. The Council holds £90m of LOBO loans (Lender's Option Borrower's Option) loans where the lender has the option to propose an increase in the interest rate at set dates, following which the Council has the option to either accept the new rate or to repay the loan at no additional cost. LOBOs totalling £50m have option dates during 2025/26, and with interest rates having risen recently, there is a reasonable chance that lenders will exercise their options. If they do, the Council will likely take the option to repay LOBO loans to reduce refinancing risk in later years.

Debt rescheduling

52. The PWLB allows councils to repay loans before maturity and either pay a premium or receive a discount according to a set formula based on current interest rates. Other lenders may also be prepared to negotiate premature redemption terms. The Council may take advantage of this and replace some loans with new loans, or repay loans without replacement, where this is expected to lead to an overall cost saving or a reduction in risk. The recent rise in interest rates means that more favourable debt rescheduling opportunities should arise than in previous years.

53. Any decisions involving the repayment of LOBO loans or debt rescheduling will be reported to the Treasury Management Group and the Governance and Audit Committee at the next available opportunity.

Policy on Borrowing in Advance of Need

54. The Council will not borrow more than or in advance of its needs purely in order to profit from the investment of the extra sums borrowed. Any decision to borrow in advance will be within forward approved Capital Financing Requirement estimates and will be

considered carefully to ensure that value for money can be demonstrated and that the Council can ensure the security of such funds.

Treasury Investment Strategy

55. The Council holds significant invested funds, representing income received in advance of expenditure plus balances and reserves held. Since the beginning of April 2024, the Council's cash balance has ranged between £436.3m and £622.8m; investment balances are forecast to be around £386m at the end of 2024/25 and approximately £367m at the end of 2025/26.
56. **Objectives:** The CIPFA Code requires the Council to invest its treasury funds prudently, and to have regard to the security and liquidity of its investments before seeking the highest rate of return, or yield. The Council's objective when investing money is to strike an appropriate balance between risk and return, minimising the risk of incurring losses from defaults, the liquidity of investments and the risk of receiving unsuitably low investment income. Where balances are expected to be invested for more than one year, the Council will aim to achieve a total return that is equal or higher than the prevailing rate of inflation, in order to maintain the spending power of the sum invested. The Council aims to be a responsible investor and will consider environmental, social and governance (ESG) risks when investing.
57. **Strategy:** As demonstrated by the liability benchmark above, the Council expects to be a long-term borrower and new treasury investments will therefore be made primarily to manage day-to-day cash flows using short-term low risk instruments. The existing portfolio of strategic pooled funds will be maintained to diversify risk into different sectors and to mitigate the negative impact of inflation on the value of the Council's long-term resources. The portion of the Council's cash invested in the strategic pooled funds portfolio will be kept under review during the year to ensure it remains proportionate.
58. **ESG policy:** The Council is committed to responsible treasury management and to being a good steward of the assets in which it invests. As stated in paragraph 1 above, the successful identification, monitoring and control of financial risk are central to the Council's prudent financial management, and this includes the identification and management of environment, social and governance (ESG) risks that arise in the course of carrying out treasury management activities. Therefore, the Council integrates ESG considerations into its treasury management decision-making process.
59. The framework for evaluating investment opportunities is still developing. When investing in banks and funds, and after satisfying security, liquidity and yield considerations, the Council will prioritise banks that are signatories to the UN Principles for Responsible Banking and funds operated by managers that are signatories to the UN Principles for Responsible Investment, the Net Zero Asset Managers Alliance and/or the UK Stewardship Code
60. Assets within the strategic pooled funds portfolio are managed by third-party investment managers responsible for the day-to-day investment decisions, including undertaking voting and engagement activities on behalf of the Council. The Council incorporates

analysis of ESG integration and active ownership capabilities when selecting and monitoring investment managers.

61. The Council requires its investment managers to engage with companies to monitor and develop their management of ESG issues in order to enhance the value of the Council's investments. The Council also requires feedback from the investment managers on the activities they undertake and regularly reviews this feedback through meetings and reporting.

62. **Business models:** Under IFRS 9, the accounting for certain investments depends on the Council's "business model" for managing them. The Council aims to achieve value from its treasury investments by a business model of collecting the contractual cash flows and therefore, where other criteria are also met, these investments will continue to be accounted for at amortised cost.

Approved counterparties

63. The Council may invest its surplus funds with any of the counterparty types in the table below, subject to the limits shown.

	Time limit	Counterparty limit	Sector limit
The UK Government	50 years	unlimited	
UK Local Authorities	3 years	£10m	
Other Government entities	25 years	£20m	£30m
UK banks and building societies (unsecured) *	13 months	£20m	Unlimited
Council's banking services provider *	Overnight	£20m	
Overseas banks (unsecured) *	13 months	£20m	£30m country limit
Money Market Funds *	n/a	£25m per fund or 0.5% of the fund size if lower	
Cash plus / short term bond funds		£20m per fund	
Secured investments *	25 years	£20m	£150m
Corporates (non-financials)	5 years	£2m per issuer	£20m
Registered Providers (unsecured) *	5 years	£10m	£50m
Loans incl. to developers in the No Use Empty programme			£40m
Strategic pooled funds and real estate investment trusts	n/a		£200m
- Absolute Return funds		£25m per fund	
- Multi Asset Income funds		£25m per fund	

- Property funds		£75m or 5% of total fund value if greater	
- Bond funds		£25m per fund	
- Equity Income Funds		£25m per fund	
- Real Estate Investment Trusts		£25m per fund	

64. This table should be read in conjunction with the notes below.

* Minimum credit rating: Treasury investments in the sectors marked with an asterisk will only be made with entities whose lowest published long-term credit rating is no lower than A-. Where available, the credit rating relevant to the specific investment or class of investment is used, otherwise the counterparty credit rating is used. However, investment decisions are never made solely based on credit ratings, and all other relevant factors including external advice will be taken into account.

65. **Government:** Loans to, and bonds and bills issued or guaranteed by, national governments, regional and local authorities and multilateral development banks. These investments are not subject to bail-in, and there is generally a lower risk of insolvency, although they are not zero risk. Investments with the UK Central Government are deemed to be zero credit risk due to its ability to create additional currency and therefore may be made in unlimited amounts for up to 50 years.

66. **Secured investments:** Investments secured on the borrower's assets, which limits the potential losses in the event of insolvency. The amount and quality of the security will be a key factor in the investment decision. Covered bonds and reverse repurchase agreements with banks and building societies are exempt from bail-in. Where there is no investment specific credit rating, but the collateral upon which the investment is secured has a credit rating, the higher of the collateral credit rating and the counterparty credit rating will be used.

67. **Banks and building societies (unsecured):** Accounts, deposits, certificates of deposit and senior unsecured bonds with banks and building societies, other than multilateral development banks. These investments are subject to the risk of credit loss via a bail-in should the regulator determine that the bank is failing or likely to fail. Unsecured investments with banks rated below the agreed minimum rating of A- are restricted to overnight deposits with the Council's current banking services provider.

68. **Registered providers (unsecured):** Loans to, and bonds issued or guaranteed by, registered providers of social housing or registered social landlords, formerly known as housing associations. These bodies are regulated by the Regulator of Social Housing. As providers of public services, they retain the likelihood of receiving government support if needed.

69. **Money Market Funds:** Short-term Money Market Funds that offer same-day liquidity and very low or no volatility will be used as an alternative to instant access bank accounts. They have the advantage over bank accounts of providing wide diversification

of investment risks, coupled with the services of a professional fund manager in return for a small fee. Although no sector limit applies to Money Market Funds, the Council will take care to diversify its liquid investments over a variety of providers to ensure access to cash at all times.

70. **Pooled investment funds:** Bond, equity, multi-asset and property funds that offer enhanced returns over the longer term but are more volatile in the short term. These allow the Council to diversify into asset classes other than cash without the need to own and manage the underlying investments. Because these funds have no defined maturity date, but are available for withdrawal after a notice period, their performance and continued suitability in meeting the Council's investment objectives will be monitored regularly.
71. **Real estate investment trusts:** Shares in companies that invest mainly in real estate and pay the majority of their rental income to investors in a similar manner to pooled property funds. As with property funds, REITs offer enhanced returns over the longer term, but are more volatile especially as the share price reflects changing demand for the shares as well as changes in the value of the underlying properties.
72. **Other investment:** This category covers treasury investments not listed above, for example unsecured corporate bonds and company loans. Non-bank companies cannot be bailed-in but can become insolvent placing the Council's investment at risk.
73. **Operational bank accounts:** The Council may incur operational exposures, for example through current accounts, collection accounts and merchant acquiring services, to any UK bank with credit ratings no lower than BBB- and with assets greater than £25 billion. The Bank of England has stated that in the event of failure, banks with assets greater than £25 billion are more likely to be bailed-in than made insolvent, increasing the chance of the Council maintaining operational continuity.

Risk assessment and credit ratings

74. Credit ratings are obtained and monitored by the Council's treasury advisors, who will notify changes in ratings as they occur. Where an entity has its credit rating downgraded so that it fails to meet the approved investment criteria then:
- no new investments will be made,
 - any existing investments that can be recalled or sold at no cost will be, and
 - full consideration will be given to the recall or sale of all other existing investments with the affected counterparty.
75. Where a credit rating agency announces that a credit rating is on review for possible downgrade (also known as "rating watch negative" or "credit watch negative") so that it may fall below the approved rating criteria, then only investments that can be withdrawn on the next working day will be made with that entity until the outcome of the review is announced. This policy will not apply to negative outlooks, which indicate a long-term direction of travel rather than an imminent change of rating.

Other information on the security of investments

76. The Council understands that credit ratings are good but not perfect predictors of investment default. Full regard will therefore be given to other available information on the credit quality of the entities in which it invests, including credit default swap prices, financial statements, information on potential government support, reports in the quality financial press and analysis and advice from Link Group, the Council's treasury management advisor. No investments will be made with an entity if there are substantive doubts about its credit quality, even though it may otherwise meet the above criteria.
77. When deteriorating financial market conditions affect the creditworthiness of all organisations, as happened in 2008 and 2020, this is not generally reflected in credit ratings, but can be seen in other market measures. In these circumstances, the Council will restrict its investments to those organisations of higher credit quality and reduce the maximum duration of its investments to maintain the required level of security. The extent of these restrictions will be in line with prevailing financial market conditions. If these restrictions mean that insufficient commercial organisations of high credit quality are available to invest the Council's cash balances, then the surplus will be deposited with the UK Government or with other local authorities. This may cause investment returns to fall but will protect the principal sum invested.

Investment limits

78. The Council may invest its surplus funds with any of the counterparty types listed above subject to the cash limits per counterparty and the durations shown in the table at paragraph 63.

Liquidity management

79. The Council forecasts its cash flow requirements to determine the maximum period for which funds may prudently be committed. The forecast is compiled on a prudent basis to minimise the risk of the Council being forced to borrow on unfavourable terms to meet its financial commitments. Limits on long-term investments are set by reference to the Council's medium-term financial plan and cash flow forecast.
80. The Council will spread its liquid cash over several bank accounts and money market funds to ensure that access to cash is maintained in the event of operational difficulties at any one provider.

Treasury Management Prudential Indicators

81. The Council measures and manages its exposures to treasury management risks using the following indicators.
82. **Security:** The Council has adopted a voluntary measure of its exposure to credit risk by monitoring the value-weighted average credit rating of its internally managed investment portfolio. This is calculated by applying a score to each investment (AAA=1, AA+=2,

etc.) and taking the arithmetic average, weighted by the size of each investment. Unrated investments are assigned a score based on their perceived risk.

Credit risk indicator	Minimum Level
Portfolio average credit rating	AA-

83. **Liquidity:** The Council has adopted a voluntary measure of its exposure to liquidity risk by monitoring the amount of cash available to meet unexpected payments within a rolling three-month period, without additional borrowing.

Liquidity risk indicator	Minimum Level
Total cash available within 3 months	£75m

84. **Interest rate exposure:** The 2021 CIPFA Prudential Code removes the requirement to set treasury indicators for fixed and variable interest rate exposure. Instead, the Council is required to set out how it intends to manage interest rate exposure.

This organisation will manage its exposure to fluctuations in interest rates with a view to containing its interest costs, or securing its interest revenues, in accordance with the amounts provided in its budgetary arrangements and management information arrangements.

It will achieve this by the prudent use of its approved instruments, methods and techniques, primarily to create stability and certainty of costs and revenues, but at the same time retaining a sufficient degree of flexibility to take advantage of unexpected, potentially advantageous changes in the level or structure of interest rates.

85. **Maturity structure of borrowing:** This indicator is set to control the Council's exposure to refinancing risk. The upper and lower limits on the maturity structure of borrowing will be:

Refinancing rate risk indicator	Upper limit	Lower limit
Under 12 months	100%	0%
12 months and within 5 years	50%	0%
5 years and within 10 years	50%	0%
10 years and within 20 years	50%	0%
20 years and within 40 years	50%	0%
40 years and longer	50%	0%

Time periods start on the first day of each financial year. The maturity date of borrowing is the earliest date on which the lender can demand repayment.

86. **Principal sums invested for periods longer than a year:** The purpose of this indicator is to control the Council's exposure to the risk of incurring losses by seeking early repayment of its investments. The prudential limits on the long-term principal sum invested to final maturities beyond the period end will be:

Price risk indicator	2025-26	2026-27	2027-28	No fixed date
Limit on principal invested beyond year end	£150m	£100m	£50m	£200m

Long-term investments with no fixed maturity date include strategic pooled funds and real estate investment trusts but exclude money market funds and bank accounts with no fixed maturity date as these are considered short-term.

87. **Liability indicator:** see paragraph 32 above.

Related Matters

88. The CIPFA Code requires the Council to include the following in its Treasury Management Strategy.
89. **Financial Derivatives:** Local authorities have previously made use of financial derivatives embedded into loans and investments both to reduce interest rate risk (e.g. interest rate collars and forward deals) and to reduce costs or increase income at the expense of greater risk (e.g. LOBO loans and callable deposits). The general power of competence in Section 1 of the Localism Act 2011 removes much of the uncertainty over councils' use of standalone financial derivatives (i.e. those that are not embedded into a loan or investment).
90. The Council will only use standalone financial derivatives (such as swaps, forwards, futures and options) where they can be clearly demonstrated to reduce the overall level of the financial risks that the Council is exposed to. Additional risks presented, such as credit exposure to derivative counterparties, will be considered when determining the overall level of risk. Embedded derivatives, including those present in pooled funds and forward starting transactions, will not be subject to this policy, although the risks they present will be managed in line with the overall treasury risk management strategy.
91. Financial derivative transactions may be arranged with any organisation that meets the approved investment criteria. The current value of any amount due from a derivative counterparty will count against the counterparty credit limit and the relevant foreign country limit.
92. In line with the CIPFA Code, the Council will seek external advice and will consider that advice before entering into financial derivatives to ensure that it fully understands the implications.
93. **Markets in Financial Instruments Directive:** The Council has opted up to professional client status with its providers of financial services, including advisors, banks, brokers and fund managers, allowing it access to a greater range of services but without the

greater regulatory protections afforded to individuals and small companies. Given the size and range of the Council's treasury management activities, the Corporate Director of Finance believes this to be the most appropriate status.

94. **IFRS 9 Statutory Override:** Under the accounting standard IFRS 9, entities are required to recognise the revenue impact arising from the movement in value of investments held at fair value. The MHCLG (DLUHC) initially enacted a statutory over-ride from 1 April 2018 for a five-year period until 31 March 2023 following the introduction of IFRS 9 in respect of the requirement for any unrealised capital gains or losses on marketable pooled funds to be chargeable in year. This was subsequently extended to 31 March 2025 and has the effect of allowing any unrealised capital gains or losses arising from qualifying investments to be held on the balance sheet until 31 March 2025. The Council currently holds investment assets which fall under the statutory override (the strategic pooled funds) and which will be subject to the provisions of IFRS 9 if (as anticipated) and when the override expires on 31 March 2025. In effect, this means the Council will recognise unrealised gains and losses on these investments within the revenue budget from 2025-26.

Financial Implications

95. The budget for external borrowing costs for 2025-26 is £31.1m based on the Council's current external debt portfolio (anticipated to be £710m at 31 March 2026) and assuming no new external borrowing is undertaken during 2025-26.

96. The budget for net investment income in 2025-26 is £11.5m, based on an average investment portfolio of £442m at an average interest rate of 4.00%.² If actual levels of investments and borrowing, or actual interest rates, differ from forecast, performance against budget will be correspondingly different.

97. The resultant net cost of treasury (interest payable costs less net investment income) is expected to be £19.6m for 2025-26.

Other Options Considered

98. The CIPFA Code does not prescribe any particular Treasury Management Strategy for councils to adopt. The Corporate Director of Finance, having consulted the Treasury Management Group, believes that the above strategy represents an appropriate balance between risk management and cost effectiveness. Some alternative strategies, with their financial and risk management implications, are listed below.

Alternative	Impact on income and expenditure	Impact on risk management
-------------	----------------------------------	---------------------------

² Gross investment income for 2025-26 is estimated to be £19.8m including £8.3m attributable to other bodies.

Invest in a narrower range of counterparties and/or for shorter times	Interest income will be lower	Lower chance of losses from credit related defaults, but any such losses may be greater
Invest in a wider range of counterparties and/or for longer times	Interest income will be higher	Increased risk of losses from credit related defaults, but any such losses may be smaller
Borrow additional sums at long-term fixed interest rates	Debt interest costs will rise; this is unlikely to be offset by higher investment income in the long term	Higher investment balance leading to a higher impact in the event of a default; however long-term interest costs may be more certain
Borrow short-term or variable loans instead of long-term fixed rates	Debt interest costs will initially be lower	Increases in debt interest costs will be broadly offset by rising investment income in the medium term, but long-term costs may be less certain
Reduce level of borrowing	Saving on debt interest is likely to exceed lost investment income in the long term though potentially not in the short term	Reduced investment balance leading to a lower impact in the event of a default; however long-term interest costs may be less certain

Training

The CIPFA Treasury Management Code requires the responsible officer to ensure that members with responsibility for treasury management receive adequate training in treasury management.

Training was most recently undertaken by members on 23 November 2023 and further training will be arranged as required.

Annex A – Existing Investment & Debt Portfolio Position

	30-Nov-24	30-Nov-24
	Actual Portfolio	Average Rate
	£m	%
External borrowing		
Public Works Loan Board	432.40	4.33
LOBO loans from banks	90.00	4.15
Banks and other lenders (Fixed term)	216.10	4.54
Streetlighting Project	8.17	2.88
Total external borrowing	746.68	4.35
Treasury investments		
Bank Call Accounts	6.00	4.20
Covered bonds (secured)	130.90	4.45
Government (incl. local authorities)	3.32	5.23
Money Market Funds	116.05	4.03
Equity	1.30	
No Use Empty Loans	19.21	3.58
Total internally managed investments	276.78	4.20
Pooled investments funds		
- Property	54.56	5.35
- Multi Asset	56.06	4.60
- Absolute Return	5.42	3.68
- Equity UK	33.56	6.37
- Equity Global	30.17	4.60
Total pooled investments	179.77	5.17
Total treasury investments	456.55	4.58
Net debt	290.12	

GLOSSARY

Local Authority Treasury Management Terms

Bond	A certificate of long-term debt issued by a company, government, or other institution, which is tradable on financial markets
Borrowing	Usually refers to the stock of outstanding loans owed and bonds issued.
CFR	Capital Financing Requirement. A council's underlying need to hold debt for capital purposes, representing the cumulative capital expenditure that has been incurred but not yet financed. The CFR increases with capital expenditure and decreases with capital finance and MRP.
Capital gain or loss	An increase or decrease in the capital value of an investment, for example through movements in its market price.
Collective investment scheme	Scheme in which multiple investors collectively hold units or shares. The investment assets in the fund are not held directly by each investor, but as part of a pool (hence these funds are also referred to as 'pooled funds').
Cost of carry	When a loan is borrowed in advance of need, the difference between the interest payable on the loan and the income earned from investing the cash in the interim.
Counterparty	The other party to a loan, investment or other contract.
Counterparty limit	The maximum amount an investor is willing to lend to a counterparty, in order to manage credit risk.
Covered bond	Bond issued by a financial institution that is secured on that institution's assets, usually residential mortgages, and is therefore lower risk than unsecured bonds. Covered bonds are exempt from bail-in.
CPI	Consumer Price Index - the measure of inflation targeted by the Monetary Policy Committee.
Deposit	A regulated placing of cash with a financial institution. Deposits are not tradable on financial markets.
Diversified income fund	A collective investment scheme that invests in a range of bonds, equity and property in order to minimise price risk, and also focuses on investments that pay income.
Dividend	Income paid to investors in shares and collective investment schemes. Dividends are not contractual, and the amount is therefore not known in advance.
DMADF	Debt Management Account Deposit Facility – a facility offered by the DMO enabling councils to deposit cash at very low credit risk. Not available in Northern Ireland.
DMO	Debt Management Office – an executive agency of HM Treasury that deals with central government's debt and investments.
Equity	An investment which usually confers ownership and voting rights
Floating rate note (FRN)	Bond where the interest rate changes at set intervals linked to a market variable, most commonly 3-month LIBOR or SONIA

Appendix F

FTSE	Financial Times stock exchange – a series of indices on the London Stock Exchange. The FTSE 100 is the index of the largest 100 companies on the exchange, the FTSE 250 is the next largest 250 and the FTSE 350 combines the two
GDP	Gross domestic product – the value of the national aggregate production of goods and services in the economy. Increasing GDP is known as economic growth.
GILT	Bond issued by the UK Government, taking its name from the gilt-edged paper they were originally printed on.
Income return	Return on investment from dividends, interest and rent but excluding capital gains and losses.
IFRS	International Financial Reporting Standards, the set of accounting rules in use by UK local authorities since 2010
IMF	International Monetary Fund
LIBID	London interbank bid rate - the benchmark interest rate at which banks bid to borrow cash from other banks, traditionally 0.125% lower than LIBOR.
LIBOR	London interbank offer rate - the benchmark interest rate at which banks offer to lend cash to other banks. Published every London working day at 11am for various currencies and terms. Due to be phased out by 2022.
LOBO	Lender's Option Borrower's option
MMF	Money Market Funds. A collective investment scheme which invests in a range of short-term assets providing high credit quality and high liquidity. Usually refers to Constant Net Asset Value (CNAV) and Low Volatility Net Asset Value (LVNAV) funds with a Weighted Average Maturity (WAM) under 60 days which offer instant access, but the European Union definition extends to include cash plus funds
Monetary Policy	Measures taken by central banks to boost or slow the economy, usually via changes in interest rates. Monetary easing refers to cuts in interest rates, making it cheaper for households and businesses to borrow and hence spend more, boosting the economy, while monetary tightening refers to the opposite. See also fiscal policy and quantitative easing.
MPC	Monetary Policy Committee. Committee of the Bank of England responsible for implementing monetary policy in the UK by changing Bank Rate and quantitative easing with the aim of keeping CPI inflation at around 2%.
MRP	Minimum Revenue Provision – an annual amount that local authorities are required to set aside and charge to revenue for the repayment of debt associated with capital expenditure. Local authorities are required by law to have regard to government guidance on MRP. Not applicable in Scotland, but see Loans Fund
Pooled Fund	Scheme in which multiple investors hold units or shares. The investment assets in the fund are not held directly by each investor, but as part of a pool (hence these funds are also referred to as 'pooled funds').
Prudential Code	Developed by CIPFA and introduced in April 2004 as a professional code of practice to support local authority capital investment planning within a clear, affordable, prudent and sustainable framework and in accordance with good professional practice. Local authorities are required by law to have regard to the Prudential Code. The Code was update din December 2021

Appendix F

PWLB	Public Works Loan Board – a statutory body operating within the Debt Management Office (DMO) that lends money from the National Loans Fund to councils and other prescribed bodies and collects the repayments. Not available in Northern Ireland.
Quantitative easing (QE)	Process by which central banks directly increase the quantity of money in the economy in order to promote GDP growth and prevent deflation. Normally achieved by the central bank buying government bonds in exchange for newly created money.
REIT	Real estate investment trust – a company whose main activity is owning investment property and is therefore similar to a property fund in many ways
Share	An equity investment, which usually also confers ownership and voting rights
Short-term	Usually means less than one year
SONIA	Based on actual transactions and reflects the average of the interest rates that banks pay to borrow sterling overnight from other financial institutions and other institutional investors
Total return	The overall return on an investment, including interest, dividends, rent, fees and capital gains and losses.
Weighted average life (WAL)	The weighted average time for principal repayment, that is, the average time it takes for every dollar of principal to be repaid. The time weights are based on the principal payments,
Weighted average maturity (WAM)	The weighted average maturity or WAM is the weighted average amount of time until the securities in a portfolio mature.

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

To: Scrutiny Committee, 29th January 2025

Subject: Executive Response to Scrutiny Report: SEND Transformation December 2024.

Classification: Unrestricted

Summary: During the autumn of 2024 Scrutiny Committee undertook a review of SEND and published their recommendations in a report discussed at Committee in December 2024. This report provides a response to the Scrutiny Report and recommendations.

Recommendation(s):

The committee is asked to note the report.

1. Background

1.1 Following the September 2024 meeting of the Scrutiny Committee, Members undertook an evidence-gathering exercise to gain views about and experience of SEN provision and arrangements in Kent. A range of stakeholder groups were involved including:

- School and trust leaders
- FE leaders
- Serving Ofsted inspectors
- Parents and carers
- KCC officers.

1.2 A great deal of work was undertaken and there was very good attendance at all the sessions by Members who took every opportunity to ask challenging questions. The conclusions of the evidence gathering were published in a report which was considered at December's Scrutiny Committee. This report is the response to the recommendations made and provides an outline description of existing work and planned further developments. It can be seen that many of the recommendations were either already underway or have subsequently been initiated with a view to implementation from as early as this year. The Scrutiny Committee is therefore thanked for its constructive engagement in adding value to the SEND improvement journey.

2. Response to the recommendations

2.1 Recommendation 1: Transparent communication between all stakeholders, with KCC supporting and facilitating the engagement as the Local Education Authority (with responsibility to secure appropriate education arrangements) must be a core requirement for the Council and should be well evidenced.

KCC uses a wide range of communication channels.

With professional stakeholders:

- Kent County Council website
- KELSI bulletin and website
- Termly updates to KALE and KSENT executive
- Termly briefing for Special School Headteachers
- Termly Headteacher Briefings
- KCC SEND Information Hub
- Termly Early Years, Primary and Secondary SENCO briefings
- Letters as appropriate
- Social media

With parents, carers, and young people:

- Kent County Council website
- KCC SEND Information Hub
- Letters
- Social media
- SEND parent bulletin
- SEND Information, Advice and Guidance Roadshows.

2.2 By August 2025 there will be an identified area on the KELSI website where a running log of key correspondence with stakeholders including schools and parents/carers on SEND-related issues (this will not include copies of letters about individual children or young people) will be stored and can be accessed. Work on improving communications will continue supported by a cross-organisational Communication and Engagement advisory group which is part of the governance structure. Work on improving communications will continue, informed by the regular surveys undertaken with stakeholders.

2.3 **Set out KCC's roles and responsibilities to improve confidence, clarity, and accountability to the service.** KCC's statutory roles and responsibilities are included in:

- [The Commissioning Plan for Education Provision Commissioning Plan for Education Provision in Kent 2024 to 2028 \(PDF, 6.3 MB\)](#)

- KCC SEND sufficiency plan
https://www.kent.gov.uk/_data/assets/pdf_file/0019/162802/SEND-Sufficiency-Plan.pdf
- Supporting children who are unable to attend school because of medical/health needs Policy Autumn 2024
<https://democracy.kent.gov.uk/documents/s127104/2400084%20Educational%20Health%20Needs%20Policy.pdf>
- Kent PRU and Attendance Service Statutory Intervention Checklist September 2024
https://www.kelsi.org.uk/_data/assets/pdf_file/0008/155762/Checklist-for-Statutory-Attendance-Intervention.pdf
- Home to school transport guidance
https://www.kent.gov.uk/_data/assets/pdf_file/0019/19009/Home-to-school-transport-guidance-booklet.pdf
- Schools Funding Forum information <https://www.kelsi.org.uk/school-finance/funding-and-procurement/schools-funding-forum-sff/schools-funding-forum-meetings>
- Annual review of Education Health and Care Plans
<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/education,-health-and-care/annual-reviews>

2.4 The following documents also include references to statutory roles and responsibilities and will be published during Spring 2025:

- Education Accessibility Strategy 2024-27 and School Access Initiative Policy and Procedure
- SEND Strategy 2025-28
- Draft strategy for the Future of Education in Kent 2025-2030.

Further clarification on roles and responsibilities will continue to be developed and a single log of statutory duties will be drafted and made available on the KELSI website by August 2025

2.5 Set out KCC’s view of what the roles and responsibilities of other involved parties across the SEND arena and education sector are to help provide clarity on reasonable expectations and requirements.

In order to ensure accuracy, the SEND roles and responsibilities used are described in the DfE’s Statutory Guidance The SEND code of practice: 0 to 25 years published on 1st September 2014
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and Ofsted and CQC Area SEND Inspections: Framework and handbook April 2024
<https://www.gov.uk/government/publications/area-send-framework-and-handbook/area-send-inspections-framework-and-handbook>.

As the Government published new guidance and requirements, these will be used to inform delivery and disseminated more widely.

2.6 Provide clear evidence of genuine co-production in relation to plans and proposals.

Evidence of the commitment to openness and transparency can be seen by both the number of reports and the contents of them. Any change which impacts on two or more wards is subject to a full decision-making process which includes significant stakeholder engagement over a period of time, a formal consultation document which has to meet KCC's standards related to accessibility and reading age assessment as well as an Equalities Impact Assessment. The analysis of the consultation responses is undertaken by an independent company, and this is included in full in the report. The report includes a full business case and makes recommendations, where appropriate other reports are brought to Committee for the purposes of updating on development work.

2.7 SEND-related reports debated at CYPE Cabinet Committee during 2024 include:

- January 2024 - Early Years Review; Specialist Resource Provision Contracts & Service Level Agreements; SEND Sufficiency Plan; Proposed Expansion of Snowfields Academy; Specialist Resource Provision at Folkestone Academy
- March 2024 - Special Educational Needs - Therapy Contracts; Local Government Social Care Ombudsman; KCC's Contribution to the Children and Young People's Mental Health Service (CYPMHS)
- May 2024 - Specialist Nursery Intervention Service Level Agreement Extension; Kent SEND Transformation Projects; The Locality Model for Special Educational Needs Inclusion; Proposals for the Review of Special Schools; Specialist Resource Provision Review Update; Proposal to add four classrooms at Whitfield Aspen Primary School (Richmond Way site)
- July 2024 - Special Education Needs transformation and the role of the Specialist Teaching and Learning Service; Increase of a Designated Number of Nexus Foundation Special School; Implementation of Standardised School Led Home to School Transport Offer for all Home to School Transport; Direct Payment Support Services for Children and Young People; Early Years Review: Implementation of a revised model of Early Years Education in Kent.
- September 2024 - Education Health Needs Policy
- November 2024 - Special School Review Report; Kent Commissioning Plan Update

2.8 In addition to reporting to CYPE cabinet Committee the following reports were prepared for Scrutiny Sub Committee:

- March 2023 - SEND transformation progress update
<https://democracy.kent.gov.uk/documents/g9287/Public%20reports%20pack%20022nd-Mar-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- June 2023 - Education, Health, and Care Plans in Kent
<https://democracy.kent.gov.uk/documents/g9330/Public%20reports%20pack%20006th-Jun-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- July 2023 - Improvement Notice and Accelerated Progress Plan (APP) Update
<https://democracy.kent.gov.uk/documents/g9365/Public%20reports%20pack%20025th-Jul-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- September 2023 - Kent Local Area Accelerated Progress Plan; Report by the Local Government and Social Care Ombudsman
<https://democracy.kent.gov.uk/documents/g9366/Public%20reports%20pack%20028th-Sep-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- October 2023 - Parents Engagement and the Voice of the Child
<https://democracy.kent.gov.uk/documents/g9367/Public%20reports%20pack%20031st-Oct-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- December 2023 - SEN Inclusion in Schools
<https://democracy.kent.gov.uk/documents/g9368/Public%20reports%20pack%20007th-Dec-2023%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- February 2024 - Accelerated Progress Plan - DfE and NHS England Review
<https://democracy.kent.gov.uk/documents/g9369/Public%20reports%20pack%20007th-Feb-2024%2014.00%20SEND%20Sub-Committee.pdf?T=10>
- March 2024 - SEND Sub-Committee - Annual Update
<https://democracy.kent.gov.uk/documents/g9370/Public%20reports%20pack%20021st-Mar-2024%2014.00%20SEND%20Sub-Committee.pdf?T=10>

2.9 The following reports were presented at full Scrutiny Committee:

- September 2024 - SEND Transformation Update
- December 2024 - SEND Quarterly Report

In addition to the formal reporting information is made available through the KELSI bulletin and other communication channels outlined above.

2.10 With regard to parents and carers, the DfE provided consultancy support from the Council for Disabled Children through the RISE project to develop a greater understanding for stakeholders about the terminology used in relation to engagement, consultation, and co-production. A template for the refreshed co-production charter was agreed and is now being used, together with a collaboration agreement with Kent PACT which was signed off in October 2023.

2.11 KCC consults publicly on changes and proposals and that information is published on Let's Talk Kent. Clear and parent-friendly information is published using insight gathered from parents' views – for example, KCC produced a parent-friendly Frequently Asked Questions document to support the next stage in the Special Schools Review after carefully considering the feedback received during the consultation that took place last summer. The document clarified areas of parental concern, following a misunderstanding of the proposals that emerged during the consultation. KCC also share with parents the outcomes of the many different levels of engagement (including co-production activities) in the parent newsletter – Appendices A and B include a compilation of the Your Voice Counts and You Said We Did sections of the newsletter from the past year.

2.12 Establish clear communication channels and maintain clear and detailed accessible records of communications to ensure accountability and transparency.

The main communication channels for parents are the SEND parent newsletter and social media channels (KCC's main Facebook, X, and Instagram, as well Kent Family Hubs Facebook page, with LinkedIn used more for professionals). The website is also a vital channel and, from there, where the links to KCC's social media channels can be found and residents can sign up for the newsletter . the main channels of communication are outlined above. Evidence of every engagement activity together with FAQ documents are available on the KELSI website.

2.13 Every maintained school and academy is required to publish an SEN information report on their website which is updated annually. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school.

2.14 According to the SEND Code of Practice, schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

2.15 KCC has been working with Kent education leaders to develop a user- friendly format for this school reporting requirement which will be rolled out later this year. By schools adopting a consistent approach to this requirement, it will help parents and carers to make a more informed judgement about how schools are meeting their statutory requirements and the support available for their child.

2.16 Articulate policies and proposals in clear terms, recognising the concerns and perspectives of key stakeholders.

KCC will continue with this work. The SEND Communications and Engagement Strategy sets out the principles for the way KCC will communicate and engage with parents and young people that will resonate with them. This includes KCC's commitment to explaining information in plain English and using the formats and channels that people tell us are most effective for them.

2.17 Recent examples include the communications to support the next stage of the Special Schools Review in November 2024 ([parent newsletter](#) and [FAQs](#)), development of the PINS FAQ document Appendix C with input from Kent PACT and articles explaining work by KCC, Health, schools and settings to implement the Balanced System® - KCC published the [first article to introduce the new approach to Speech, Language and Communications Needs](#) in July 2024, and followed up with [another article from the viewpoint of an early years setting](#) about the impact of the Balanced System® in December 2024.

2.18 Seek co-operation arrangements with partners to better support transition phases such as moving from primary to secondary or preparing for adulthood.

2.19 Transition is supported through The Countywide Approach to Inclusive Education (CATIE) Transition Charter which outlines roles and responsibilities of key partners and transition toolkits which can be seen here: <https://www.kelsi.org.uk/special-education-needs/inclusion/transition/transition-framework>. Annual district-level meetings now take place between December and January with primary and secondary school leaders attending, to discuss appropriate placement of individual pupils transitioning from year 6 to year 7 in the next academic year. A Transition Working Group which includes school and FE representation works on a cycle of continuous improvement.

3. Recommendation 2: Review the Council's Communication Processes with parents – with a view to efficiently tracking all communications and decisions, reducing the need for repeated explanations and lost information.

3.1 Communication with parents and carers throughout the process from submission of a Request to Assess to Issuing of an EHCP is under regular review, with new draft content reviewed and commented on by parents and carers before being finalised. The introduction of a new digital Annual review form means parents and carers now have more time to engage with the Annual Review process.

3.2 Clear and consistent communication to rebuild trust and keep all stakeholders informed and involved. Ensure there is a clear understanding by parents of SEND children about how they will be contacted.

Whilst this section focuses on the work of the LA, the work on developing a new school SEN reporting format outlined above will significantly assist in making improvement in this area of communications. A review of Synergy which is currently underway is the next update parent/carer communications during the assessment process. Feedback is provided to parents and carers through the 'You said, we did' section of the SEND parent bulletin. Regular surveys to parents and carers inform the development work – the most recent has indicated there is more work to do in keeping parents regularly informed and these findings are being fed into the review.

3.3 The Corporate Communications and Engagement Service are continuing to support Education with clearer communications with parents, most recently reviewing and improving letters sent to parents about their application for a Personal Transport Budget. Further work is also underway to improve awareness and take-up. Work is also about to start on a project to review and improve a series of email templates sent out by the SEN team to parents to make sure messaging is clear and consistent.

3.4 KCC and Kent PACT have organised focus groups to work with parents in producing easy-to-follow documents. These co-designed resources cover critical areas:

- **Roles and Responsibilities:** Outlining the distinct roles of families, schools, and council services within SEND processes.
- **Needs Assessment Process:** Clarifying the stages involved in determining whether a child qualifies for additional support, with visual aids to improve understanding.
- **Annual Reviews and Pre-EHCP Support:** Providing detailed steps on preparing for annual reviews and understanding the support available before an EHCP is issued.

3.5 More effective tracking of the processing of support and engagement with SEND children is required.

Kent County Council has a legal duty to provide all children and young people in Kent an opportunity to have their say. The work undertaken to integrate children and young people's voice into service planning by both KCC and the ICB and associated organisations is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) 1989, in particular Article 12 that states: "*Every Child or young person has the right to express his or her views on all matters that affect them, and their views should be given due weight in accordance with their age and maturity.*" As well as The Children's Act 1989. A detailed description of the Kent approach to young people's voice was included in the Quarterly Report to Scrutiny Committee December 2024.

3.6 Continue to promote channels for receiving feedback from pupils, parents, and staff to continuously improve SEND services.

KCC will continue to undertake the work with children, young people, parents, and carers described Quarterly Report to Scrutiny Committee December 2024. With regard to staff, the now well-established Quality Assurance and professional development cycle as well as the programme of cultural development provides a range of mechanisms for staff to contribute to the continued improvement of SEND services.

3.7 A 'Your Voice Counts' section will continue to be included in the termly parent newsletter to promote the different ways parents and young people have to share their views. This includes promoting the engagement groups targeted at young

people. We also have a section called You Said We Did, designed to share the insight we have gathered after analysing the results of surveys, consultations or other feedback provided to us.

4. **Recommendation 3: Continue proactive engagement with Health Partners around the development of SEN processes in Kent. Greater partnership working with NHS healthcare, mental health, and children's trust**
- 4.1 The well-established governance structure provided by the independently chaired SEND Improvement and Assurance Board, with senior-level membership from all key stakeholders including health has helped to further strengthen professional relationships, as well as collaborative working and commissioning. As the SIAB was established to drive implementation of the Accelerated Progress Plan, the governance structure is now developing to provide governance not just for continued improvement of the system but also to prepare for the next Area Inspection. A new SEND Partnership Board with supporting infrastructure is being put in place which will continue to be independently chaired.
- 4.2 The new SEND strategy has been developed as a unified strategy for the SEND system and so will be implemented by health colleagues. It underpins improved working practice between the key stakeholders that is also supported by workforce training across organisational boundaries. Examples of joint working include The Balance System for Speech, Language and Communication Needs <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-balanced-system-in-kent-for-speech-language-and-communications-needs-slcn> and the Partnerships for Inclusion of Neurodiversity in Schools (PINS) <https://news.kent.gov.uk/articles/pilot-project-aims-to-create-more-inclusive-school-experiences-for-neurodivergent-children>
- 4.3 The Communities of Schools (formerly known as the Localities) are co-terminus with the Primary Care Networks and can be seen here <https://www.kelsi.org.uk/special-education-needs/inclusion/communities-of-schools> . Primary care networks include groups of general practices working together, and in partnership with community, mental health, social care, pharmacy, hospital, and voluntary services in their local area, to offer more personalised, coordinated health and social care to the people living in their area. This structure is part of the long-term vision to improve the joint commissioning of community services, SEN therapies services, Physiotherapy, Occupational Therapy and Speech and Language Therapy. The first stage of the joint recommissioning of services with NHS will begin in September and October 2025.
- 4.4 **Include Social, Emotional and Mental Health (SEMH) considerations in future proposals and plans.**

The wider range of support which is on offer related to SEMH in schools is described in the Scrutiny Report of December 2024. KCC will continue to provide

and shape services in response to needs in collaboration with health colleagues and school leaders.

4.5 SEMH demand and impact – investigate the causes and how can KCC address this.

There are national concerns and debate about SEMH. A summary of the information and support available published by DfE can be seen here: <https://educationhub.blog.gov.uk/2023/10/how-were-helping-look-after-the-mental-health-of-children-and-young-people/>. In 2023, a new guidance document 'SEMH Toolkit for Mainstream Settings: Working Together to Support Pupils with SEMH in a Mainstream School and Classroom Setting' was disseminated with training, a copy is included as Appendix D. This document draws on the most recent research, requirements and guidance and reflects effective practice in Kent schools as it was developed in collaboration with schools. The most recently developed guidance by schools including special schools is currently in draft and will be published later this year.

5. Recommendation 4: Review and update the EHCP development and management process: Provide clarity on each person's role in EHCP development in plain English to ensure parents, schools and children can understand – improve design and accessibility of forms.

5.1 KCC currently have in development a leaflet outlining the roles and responsibilities of different professionals during the EHC needs assessment process and about Annual Reviews. The draft leaflets were shown to parents and further work is now underway to use their feedback in developing the final versions. These will be circulated by 1st April 2025.

5.2 Ensure EHCPs are co-designed and co-delivered with parents.

The 2014 Code of Practice requires professionals to have regard for the child or young person's views, wishes and feelings within Section A of the EHCP and this has been a particular focus since May 2023. Auditing showed children and young people's voice could not be evidenced strongly enough in Section A and that the "golden thread" of their views and aspirations was not apparent throughout the EHC plan. Changes were made to have an EHC plan that fully reflects their views and therefore has impact on their lived experience, and this has been supported by training across the workforce. There is still more to be done on improving and hearing the CYPs voice, and work continues on strengthening this important area of activity. An example is the work on diversifying the tools available to capture children and young people's voice.

5.3 With regard to parents and carers, following the Inspection in 2022, work has been underway to improve EHCPs and this work has been undertaken in collaboration with parents and carers, supported by PACT. This work has been reported on previously and EHCPs and parental engagement in the process will continue.

5.4 Clarify the management processing of EHCPs – e.g. how and by whom can they be edited?

The EHC plan is a statutory document and is maintained by the Local Authority. As such, the EHC plan may only be amended (the term used in the Children and Families Act and SEND Regulations rather than edited) by an authorised Officer of the Local Authority. An authorised officer is a SEND assessment officer or casework officer and their managers. The EHC plan must also be signed by an LA authorised officer. No other person may amend the EHC plan. Professionals and parents may make requests for amendments at a review meeting.

5.5 When an Officer amends an EHC plan (usually through the review process or when significant new information has come to light) the officer must prepare a draft of the proposed amendments which is then sent to the parents or young person for them to make any further requests for any amendments to the draft. The Local Authority must decide whether to accept those requests and once again only the LA can make that decision. Once the Officer has made the decision, usually with consultation and advice from their manager, the decision is final, and an amended final EHC plan is issued. Parents and young people may appeal the decision by submitting an appeal to SENDIST.

5.6 Encourage, as far as possible, health partners to be involved in EHCP reviews – so as to ensure that the health needs of the child or young person are being met effectively.

This work is underway and is monitored through the Quality Assurance auditing process.

5.7 Aspirations and outcomes within an EHCP are vitally important – better demonstrate how this is kept at the forefront of discussions to ensure reviews are centred on this and support is adjusted if outcomes are not improved.

Evidence has been provided previously of the involvement of children and young people in SEND- related development work including in EHCPs and Annual Reviews. This work will continue.

5.8 Conduct and publish the findings of a review into the causes of high EHCP numbers in Kent.

Historic data shows that Kent data was broadly in line with national averages until 2018, when increases both in issuing of EHCPs and expenditure started exceeding national averages. The gap between Kent and national averages (as well as statistical neighbours) in Key performance Indicators accelerated until work began on the Safety Valve and Accelerated Performance Plan. All decision-making thresholds were reviewed in late 2023 a change which is gradually bringing Kent more into line with national averages. Managers have prioritised using staff capacity to improve the system.

6 Recommendation 5: Review or clarify the management of High Needs Funding for children moving schools or transitioning from primary to secondary.

6.1 KCC has undertaken a review of SEND funding and a consultation to make changes to funding, partly to improve clarity on the use of funding. The report and recommendations were debated at CYPE Cabinet Committee on 16/01/2025 and can be seen here:

<https://democracy.kent.gov.uk/documents/b25190/Supplementary%20Agenda%20No.1%2016th-Jan-2025%2010.00%20Childrens%20Young%20People%20and%20Education%20Cabinet%20Commi.pdf?T=9>

6.2 Work with DfE as appropriate to allow more discretion in allocation of High Needs Funding.

The LA will raise this with DfE as part of any review that DfE may instigate into SEND funding.

6.3 Explore how funding can be provided for groups of students rather than individuals with EHCPs.

This is a recommendation in the report above, that Communities of Schools have pooled budgets that can be used to meet the needs of groups of pupils without the need for an EHCP.

7 Recommendation 6: Conduct thorough financial modelling and planning to ensure proposed changes are viable and sustainable without leading to increased costs or reduced quality of education.

7.1 Financial modelling is under regular review. The level of detail is limited by the DfE funding announcements. All the changes that have been made through the Accelerated Progress Plan and Safety Valve are related to building a more financially sustainable system over time.

7.2 Recognising that within the CATIE the focus for 2024/25 is to develop a Community of Schools funding stream which will allow the re-distribution of resources to provide additional intervention and support with engagement and integration into mainstream schools and this will impact on the financial arrangements. However, there is scope to consider the following areas of review: Detailed, sharable, financial model to be available to all stakeholders.

This informed the consultation referenced above and is included in the CYPE Cabinet Committee report.

7.3 Clear explanations of Council financial assessment processes to be provided in a public way to support wider understanding of the approach.

Agreed, and has formed part of the most recent consultation. In addition, Schools Funding Forum papers are published here [1. Schools Funding Forum Meetings - Google Drive](#). The SFF has a responsibility for making decisions on school related financial matters and for advising the LA of its view on other matters including the use of High Needs Funding. The SFF has a High Needs Funding subgroup which provides in-depth scrutiny of key issues making recommendations to officers and to the SFF.

7.4 Review long term funding plans to provide assurance on capacity and required resourcing to meet demand over a 5-to-10-year period. This will not be possible unless DfE provides a multi-year settlement for the Dedicated Schools Grant. There are indications that there will be a multi-year DSG settlement for 2026-27, potentially for three years. That would be the maximum financial planning horizon the Authority could reasonably work with.

7.5 Historic financial pressures to be reviewed and investigated to identify causes of cost increases and to determine any policy choices that have contributed to these.

These have been outlined above.

7.6 Engage with other Local Authorities to identify similar financial pressure patterns and explore possible solutions / options to address.

KCC is involved in this work through national organisations including the Local Government Association and the County Council's Network. In addition, review of SEN has included a comparison to approaches taken by other local authorities, seeking best practices, including those identified by the DfE as managing to close to or within their high needs block allocation.

7.7 Explain and confirm how financial sustainability, outcomes for children and practical deliverability are balanced or weighted as part of proposal development and decision-making.

The LA has a statutory duty to set a balanced budget and must make policy choices about how to address any overspend. As a number of LAs have overspent their High Needs Funding a national statutory override has been put in place until 2026, so that the overspend does not appear on the budget. Every decision that is made in SEND must contribute to the longer-term financial sustainability of the system, to take any other action is financially and socially reckless. Whilst decisions could have been made to cut all non-statutory services and reduce statutory services to a minimum and thus balance the budget effectively and quickly, it was agreed a longer-term approach of measured changes would be more effective in achieving both a financial sustainability and reduce the impact on schools and families of change. Our improving data in SEND, in attendance, suspensions and permanent exclusions suggest that the approach is effective.

8 Recommendation 7: Review guidelines and criteria for mainstream/special school placement decisions. Right setting for every child – clear and transparent designation for placements.

8.1 These criteria are under regular review and KCC has been working with education leaders over the last year to develop clearer guidance on expected level of need for each type of special educational need that each kind of education provision can be expected to effectively meet. This school-led development process reflects current practices in Kent schools and will be published later this academic year.

8.2 However recently some mainstream schools, sometimes working within a cluster of peers, have developed additional provision for young people with very complex needs within the mainstream setting. Pupils and parents are reporting satisfaction with the provision.

8.3 Clarify the process for naming school choices for SEN children.

In a similar way to the mainstream process, parents, and carers of children with an EHCP are not offered an opportunity to choose or name a choice of a school place. Rather, parents are given an opportunity to request consideration for a particular school. The LA must then identify whether it is suitable for the age, ability, aptitude or SEN of the child or young person and that attendance there would not be incompatible with the efficient education of others, or the efficient use of resources. To help answer these questions, the LA will consult with the named school.

8.4 The LA also has the opportunity to consult with alternative schools, if this is different to the parent's preferred school. However, if a parent names what is known as a "non-section 41 school", LAs are not required to consult, but may still choose to do so. Section 41 of the Children & Families Act 2014 is a list of schools and colleges that have been approved by the Secretary of State for Education as having special educational needs (SEN) expertise.

8.5 Parents are asked to name their preferred school at different times, dependent on what process they are involved in. Where a child has been identified as requiring a new EHCP, parents are usually asked to name their preferred school at some point in the 12–16-week window, around the time that the draft EHCP is completed or nearing completion. For children and young people transitioning to new schools as they age take part in the Phase Transfer process. KCC will request a parent's preference at the start of this process, which is usually around September for Reception, Junior and Secondary pupils and November for Post 16 learners.

8.6 Review appeals process to ensure it is appropriate and equitable for SEND children.

Following the changes in decision making which were implemented in January 2024 appeals have been carefully monitored. A plan has been developed to review the appeals process and to make further improvements.

8.7 Enabling the sharing of resources and best practice within localities to support SEN children.

This is part of the rationale for introducing the Communities of Schools and information is included above.

8.8 Work with Ofsted to suggest that inspection ratings take greater note of inclusion factors, and that further work should be done to explore which issues or challenges create perverse incentives that undermine inclusion, particularly in relation to SEND provision.

KCC officers meet regularly with Ofsted representatives to discuss key issues. Following the Ofsted Big Listen which took place last year, we are discussing how we can continue to work closely with Ofsted on supporting the development of inclusive schools.

8.9 Recognising that DfE statistics in relation to permanent exclusions in special schools demonstrate that Kent remains well below the national and southeast regional rates the process should be reviewed to assure Members that measures are in place to prevent exclusions being the result of children being in an inappropriate setting.

The successful work with Kent schools to improve attendance and reduce suspensions and permanent exclusions will continue. This will be reported on regularly and will include analysis showing the proportion of children and young people who have an EHCP.

8.10 Work with DfE, where appropriate, to explore how school attendance is monitored and enforced in relation to children with complex needs.

8.11 KCC is part of the national Attendance Alliance which is the DfE programme to implement effective attendance strategies including for children and young people with complex needs. The DfE programme does not include the independent sector, but this is monitored as part of KCC's commissioning and quality assurance of placements in the independent sector.

9 Recommendation 8. Conduct a strategic review of the use of independent special schools and develop plans to reduce reliance on them.

9.1 Independent special schools form an important part of the education provision in Kent and KCC is implementing a variety of approaches to develop more strategic use of this sector, better value for money and improvements in quality. An independently chaired steering group has been established which has developed a strategic plan with the intention to improve:

- Commissioning through further developing and rollout of the existing Dynamic Purchasing System
- data quality through more rigorous quality assurance
- efficiency through strengthening financial processes.

9.2 As the planned changes to the special school sector start to embed, they will contribute to reduced demand for independent school places. These changes include the implementation of the conclusions from the Special Schools Review and the creation of further maintained special school places.

9.3 Conduct a best value investigation to explain the increase in use of private special schools by local authorities, which has raised concerns about the cost and impact on inclusive education practices.

LA have no control over the opening of new independent specialist provision, which is decided by the DfE. Under current legislation, unlike the state sector which has to demonstrate there is data demonstrating a need for places, the independent sector can open provision if it can demonstrate how it meets regulatory requirements.

9.4 There are no controls over the profits that can be made, and the effective marketing by the independent sector leaves LAs in a challenging position when trying effectively manage appropriate use of this sector. KCC continue in discussions with DfE about the need for a change in the legislation if the national issue of the disproportionate proportion of the HNF which is spent on the independent sector is to be effectively addressed.

9.5 Building on the existing practice of visiting independent schools, in December 2023 KCC introduced a pilot where the team visiting schools was temporarily expanded to trial a new more thorough methodology. There are now 146 schools in total which are monitored. They are all RAG rated, using the following criteria:

- attendance
- Ofsted judgements
- other intelligence including changes in leadership, safeguarding, pupil placement breakdown, DfE notices etc, parent concerns and information from other LAs.

9.6 Schools where there are no concerns and or very low numbers of pupils (some have just one pupil placed) are visited once in a three-year cycle, but schools with higher numbers are visited at least once every academic year by an Inclusion Advisor. The 22 schools on the DPS (those that have the higher numbers of students placed) also have a Teams meeting termly (alongside case officers where possible). Surgeries to discuss cohort or individual student issues have been available since September 2024 which have been very well received by the schools.

9.7 Children's Services Commissioning now hold quarterly briefing and engagement meetings where we provide training and updates on key issues, they also undertake visits and meetings when there are questions or interest in joining the DPS.

9.8 **Whilst it is accepted that independent special schools provide necessary support for some students there remain questions over their role in the broader context of inclusive education. Use research and national comparisons to demonstrate whether the money spent on independent special schools could be better spent on developing inclusive practices within mainstream schools and supporting special schools provide a broader scale of support for a range of levels and types of need.**

This would need to have some specially commissioned support to complete. We are, of course, already investing money "on developing inclusive practices within mainstream schools."

10 **Recommendation 9: Review the principle of, and evidence for, the assertion that providing a Specialist Resource Provision (SRP), or form of SRP, in every school would maximise inclusion.**

10.1 Following extensive work undertaken with Kent education leaders during 2022-23, two reports regarding SRPs were debated at CYPE Cabinet Committee, the first in January 2024 and the second in May 2024. These reports document the detailed review that was carried out, the development of a new consistent contracting process, as well as the rationale and planning for new SRPs.

10.2 On January 16th, 2024, The Cabinet Member for Education and Skills endorsed the new contracts and service level agreements (SLA) with mainstream primary and secondary schools to run SRPs until 31st August 2026, in order to ensure the provision of a consistent and equitable offer to children and young people attending SRPs across the county and to improve the transparency of the use of High Needs Funding. The new contracts and SLAs have been adopted across the county, except by one MAT and advice is being taken about the implications of this for the continued commissioning of these services.

10.3 A reporting framework has been agreed with the providers which will over time help to strengthen financial transparency and evidence of impact of the additional support provided through the SRP.

10.4 There will be overall growth in the number of SRPs to address gaps in provision identified through considering the data which shows a need predominantly in the secondary phase. The May report stated "The decision to establish any new provision in Kent (including SRPs) in the future must be strategic, data driven (particularly by the SEND Sufficiency Plan) and led by the Local Authority. At any point when the need to establish any new provision is identified the Local Authority will consult directly with the relevant area and/or district with clear parameters of what is required. A District Decision Protocol should be developed to underpin this process." There is no intention of having an

SRP in every school. Apart from a robust evidence base of need, an SRP requires appropriate physical space, a leadership team with the capacity and capability to provide a level of specialist provision and staff who are appropriately trained.

10.5 KCC will continue to keep SRPs under review and make changes in provision informed by demographic data, in line with other education provision commissioning.

10.6 Test the theoretical arguments that by being part of mainstream classes, students in SRPs can interact with their peers promoting social skills and inclusivity and that SRPs support not just academic growth but also the emotional and social development of students with SEN. Build a substantive business case on the suitability and effectiveness of SRPs within the Kent Commissioning Plan and work with schools to coproduce any resulting updated guidance.

The reporting framework that has been put in place as part of the new contractual requirements will provide evidence of the value added for pupils attending an SRP and this data will be used in future commissioning. Working with Corporate Communications, officers will make a film feature on a Kent school, with short interviews with parents, students, and teachers. This will be available for the academic year 2025-26.

11 Recommendation 10: Promote the role of Inclusion Champions in supporting schools and driving inclusive practices (particularly in special schools). Seek to increase the number of Inclusion Champions and promote them across the sector.

11.1 There is an annual open recruitment cycle for Inclusion Champions which is publicised to all Kent maintained schools and academies. In addition, officers do approach individuals whose practice reflects robust evidence of effective inclusive practice. Inclusion Champions lead development work with their peers in schools to ensure that all new processes and systems are school friendly and appropriate. KCC will continue to promote the important role of Inclusion Champions as part of the support and challenge available to Kent schools.

11.2 Encourage and support peer mentoring and support programmes to foster an inclusive school culture.

KCC will continue to promote this approach through its commissioning of The Education People, programmes like Inclusive Leaders of Education peer review training, discussions with the KALE and KSENT Executive and through headteacher briefings.

11.3 Clarify the benefits of Inclusion Champions (e.g. promoting inclusive practices, raising awareness, supporting students, collaborating with staff, and creating a safe environment).

KCC will ensure that the work of the Inclusion Champions is given a higher profile through our work on communications and engagement. A series of articles on the work of the Inclusion Champions will be drafted for the newsletter and social media.

11.4 Confirm and clarify how Inclusion Champions relate to the Council's inclusion policies and how the Council supports this work.

Inclusion Champions were recruited to support KCC implement improvements in SEN inclusion. Since establishing the team, these professionals have been leading changes and developing materials for schools and for the LA to better meet statutory requirements and pupil needs.

11.5 Encourage Inclusion Champions to investigate processes which centre on improved outcomes for children with SEND in Mainstream settings.

KCC will continue to work collaboratively with Inclusion Champions to develop the evidence base for the best and most effective practice and to disseminate this with support.

12 Financial Implications

12.1 SEN services are funded from a combination of Council resources (for staffing & transport) and High Needs Block of Dedicated Schools from the Department of education (for SEN early years/school/post 16 services).

12.2 The Council has invested and prioritised funding for SEN to support statutory duties in respect of both the SEN service and Transport including, the latest Medium Term Financial Plan (2024-27). The latest financial monitoring is suggesting improvements and rigour throughout the SEN system are having a positive effect financially on transport budget, in comparison to historic trends.

12.3 However, as the Scrutiny Review of SEN has highlighted there are still significant challenges and work required to achieve the same outcomes in respect of the High Needs Spending related to education placements and support services. Previous reports to Scrutiny and other member committees set out the main areas of spending increase, with an increasing reliance on specialist school places rather than mainstream education, resulting in Kent becoming a significant outlier in the placement of children with SEN, and if those levels of expenditure continued completely unmitigated, the financial projections indicated a potential deficit of almost £700 million by 2027-28.

12.4 Even after the consideration of actions already planned, many of which build on the activity outlined in the Accelerated Progress Plan (as reported on in September 2024), and set out in this Scrutiny review, there is still expected to be a considerable deficit of c£220m. By entering the Safety Valve agreement, KCC has secured additional funding of £140m over five years to help cover this deficit (along with KCC agreeing an additional contribution of over £82m) to avoid the prospect of dramatic and drastic cuts to SEN services in schools to recover this

outstanding debt. Whilst the new Government is currently reviewing the future of the Safety Valve programme, SEN policies and funding, KCC still needs to take action to develop a more financially sustainable system within the funding that is made available from the DfE and demonstrating greater levels of budgetary control. Whilst the additional funding announced for High Needs in 2025-26 is welcome this will not be sufficient to resolve the current underlying in year overspend of £50m. The range of actions being taken to address this have been reported on previously (reported listed above) and will continue to be addressed in future reports..

12.5 Positive improvements in both the assessment and annual review process is now enabling the Council to have a better understanding of the overall demand for SEN in the county to enable more robust future financial planning and targeted actions. These plans will also reflect the expected outcomes of the recent reviews and decisions on the development of Communities of schools, special schools review, SRP review and early years review.

13 Recommendation(s)

Recommendation(s):

The committee is asked to note the contents of the report.

14 Background Documents

a. **Appendices:**

- i. Appendix A – Your voice counts
- ii. Appendix B – You said we did report
- iii. Appendix C – PINS information sheet
- iv. Appendix D - SEMH Toolkit for Mainstream Settings
- v. Appendix E – SEND Communication report

Contact Details:

Report Author: Christine McInnes	Relevant Director: Christine McInnes
Job Title: Director of Education & SEN	Job Title: Director of Education & SEN
Telephone Number: 03000 418913	Telephone: 03000 418913
Email : christine.mcinnnes@kent.gov.uk	Email : christine.mcinnnes@kent.gov.uk

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Appendix A – Your voice counts

SEND Parent Communications Analysis Report May-December 2024

This report outlines the engagement with SEND communications through the newsletter and social media between 1st May and 31st December 2024.

Social Media

These figures show the reach (number of people who saw the posts) and engagement rate (percentage of people reached who then interacted with the post) for each social media channel.

Facebook (Kent County Council)

Posts	Reach	Engagement Rate
53	144,248	4.2%*

*According to [Hootsuite](#) the average engagement rate for a government page on Facebook is 3.2%

Facebook (Kent Family Hub)

Posts	Reach	Engagement Rate
62	59,014	3.2%

LinkedIn (Kent County Council)

Posts	Reach	Engagement Rate
42	33,271	3.6%*

*According to [Hootsuite](#) the average engagement rate for a government page on LinkedIn is 2%

Instagram (Kent County Council)

Posts	Reach	Engagement Rate
46	11,895	1.87%*

*According to [Hootsuite](#) the average engagement rate for a government page on Instagram is 4.2%

Most Popular Posts

These are the top five posts on each social media channel by engagement-rate. The tables below also show the type of engagement on each of these posts. It is positive to note that the engagement-rate for these top posts is well above the industry average for each channel.

Facebook (Kent County Council)

Post	Reach	Engagement Rate	Reactions	Comments	Shares	Clicks
Parent and Carer Survey	6,999	10.9%	52	1	59	654
PINS Project announcement	5,619	10.5%	51	1	20	516
School Transport	7,546	5.9%	15	9	31	391
Travel Passport	5,904	3.5%	13	2	14	175
SEND Strategy consultation	4,880	3.1%	11	0	21	121

Facebook posts with a clear call to action are most successful e.g. asking people to take a survey or apply for school transport. Facebook users are also interested in news articles, such as the announcement of the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project, or useful resources such as the Travel Passport, an optional document to enable transport providers to better understand a child's needs.

Facebook (Kent Family Hub)

Post	Reach	Engagement Rate	Reactions	Comments	Shares	Clicks
Halloween advice (FH)	6,501	8.5%	90	0	34	431
ADHD and Autism Handbook (FH)	4,267	8.5%	37	1	23	303
Learning Disability Week	5,832	1.6%	17	0	25	50
Speech and language development	2,573	1.4%	4	1	8	24
Travel	2,055	1.3%	1	0	8	18

Passport						
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Kent Family Hub followers are slightly different to those that follow Kent County Council's official page. This audience is more interested in advice, resources and activities for their family. The top posts on this channel included a poster which encouraged inclusivity and awareness of children with SEND during Halloween, asking people to be patient with children who might have additional needs. The ADHD and Autism Handbook on the SEND Information Hub was also a popular resource, promoted for ADHD awareness month.

During Learning Disability Week Kent Family Hub signposted to the SEND Information Hub for more information about types of SEND and to find support. As part of our communications for the Balanced System® Kent Family Hub has shared tips for parents to develop their pre-school child's language.

LinkedIn

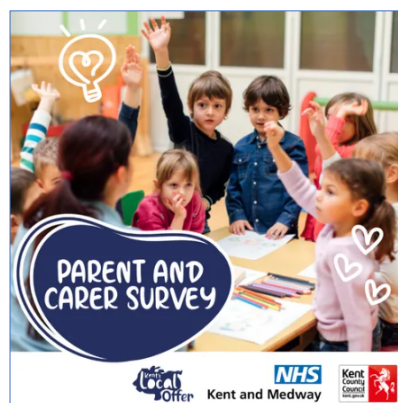
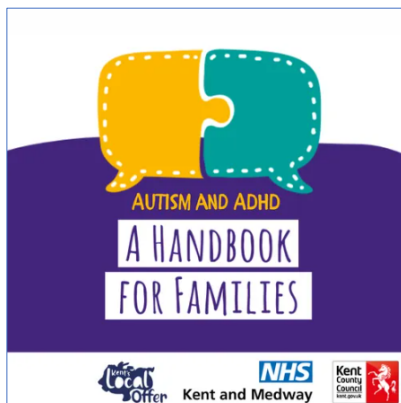
Post	Reach	Engagement Rate	Reactions	Comments	Shares	Clicks
SEND Improvement Notice Lifted (article)	5,449	7.47%	90	7	4	302
PINS project announcement (article)	4,331	6.58%	84	7	13	181
SEND Improvements continuing (article)	1,855	6.25%	30	2	8	76
STLS Consultation (survey)	1,715	5.07%	7	0	17	63
SENCO Conference (live update)	1,556	11.57%	31	1	6	142

LinkedIn is best for reaching education and health professionals with training opportunities, advice and resources, as well as latest news about SEND. News articles and surveys have performed best on LinkedIn, we have also shared information about Autism Education Trust and the roll out of the Balanced System® in Kent. At the SENCO Conference in October 2024 we also tried sharing live updates from the conference which received lots of engagement.

Instagram

Post	Reach	Engagement Rate	Reactions
SEND Improvement Notice Lifted	699	2.29%	13
SEND Strategy Consultation	467	2.14%	9
Autism Central resources for families	329	2.74%	8
School Transport	583	1.58%	7
Returning to school after Christmas	240	3.4%	8

Instagram users are interested in news and advice for parents and children with SEND. The top post is the article announcing that the SEND Improvement Notice has been lifted, followed by the SEND Strategy consultation. The other posts include information and advice for families. Kent County Council's organic reach on Instagram is limited due to the style of content. Video performs best on Instagram, and we are creating some short informative videos about Kent's Local Offer.



Social Media Sentiment

Sentiment towards SEND posts on KCC's Facebook page between May-December 2024 has been mixed, leaning towards negative. Negative reactions are common on other posts on this main channel as seen through detailed analysis.

Over summer 2024 followers on Facebook were displeased by the news that the SEND Improvement Notice had been lifted, feeling that they had not seen the evidence of improvements.

There was also a negative reaction to the Special School Review consultation due to misunderstandings about the proposed changes, as some parents believed that children currently in special schools could lose their placements. We have addressed

those concerns in our following communications about next steps for the Special School Review.

Consultations and surveys receive the most comments on Kent County Council's Facebook page as people want to share their views. Fewer people respond to articles and resources, although we have had some positive comments about our newsletter.

On the Kent Family Hub Facebook page, we do not get many comments but people do tag their friends in posts with useful information and resources, such as the travel passport, ADHD and Autism Handbook, or local activities. Reactions are positive and there have been no negative comments on the Family Hub page since it launched in May 2024, even when sharing news and surveys from KCC.

Similarly, on KCC's LinkedIn SEND posts do not receive many comments. When people do comment sentiment is often mixed. LinkedIn followers are happy to hear about SEND improvements and projects, but often feel that not enough has been done or want to know in more detail about proposed changes.

Next Steps

Surveys and consultations generate a lot of engagement as well as often receiving negative sentiment, so going forward we will be more open and transparent about the actions following feedback on surveys and consultations. A summary of results and actions will be published in a new dedicated area on the SEND Information Hub (currently in development) and shared on our social media channels and in the SEND parent newsletter.

An annual content calendar is used to promote useful information, advice and guidance, as well as important updates from the system. It includes key education dates, awareness days and key messages to promote throughout the year. Partners in health and education and Kent PACT have the opportunity to feed into this content calendar, so that we can continue to coordinate and align our communications.

A series of short videos explaining the Balanced System®, Mainstream Core Standards and the SEND Information Hub are currently in production. Video content performs well across all social media channels, and could boost engagement on Instagram. There are plans for more video content.

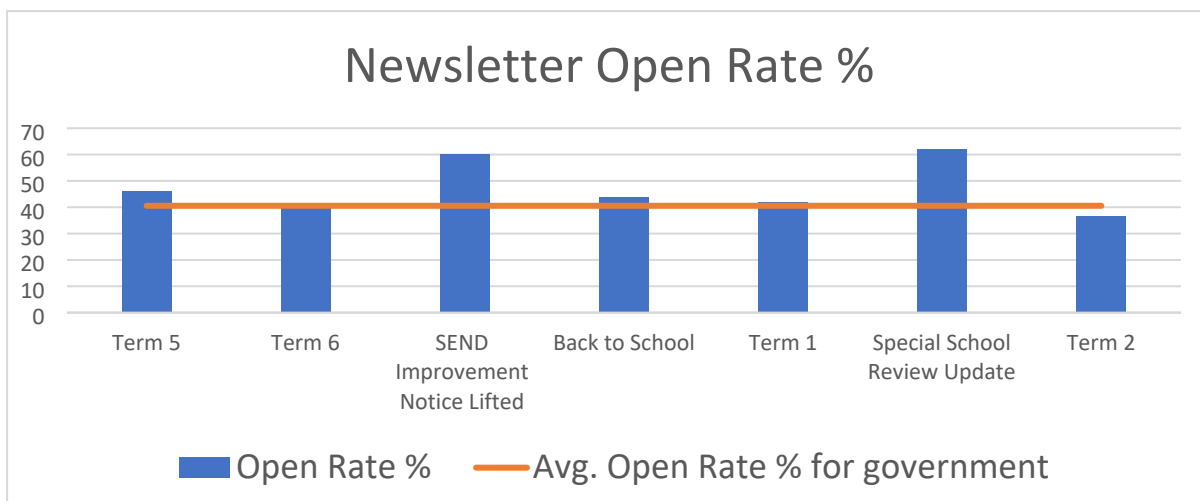
Communications for early years support, post-16 support and preparing for adulthood, positive stories about SEND and the benefits of inclusive mainstream schools are priorities for the coming year. Following positive feedback from parents and carers, the Autism and ADHD Handbook is also being updated and developed into web content for the SEND Information Hub which will work alongside the NHS information webpages for neurodiversity.

SEND Parent Newsletter

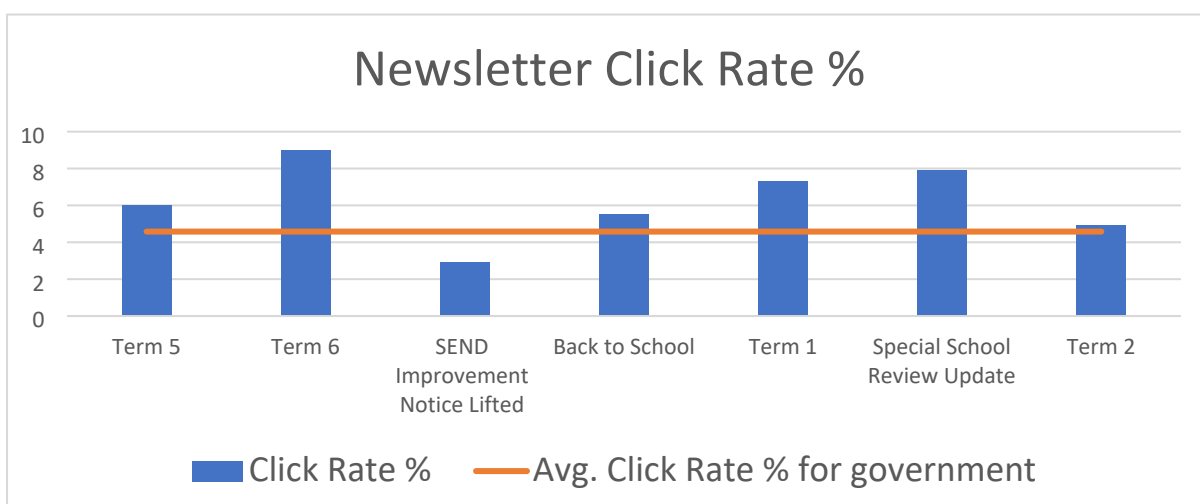
Edition/Date	Reach	Open Rate	Opened on social media	Click-rate	Unsubscribed	New subscribers
Term 5 (23 rd May)	13,764	46.2%	82	6%	16	198
Term 6 (24 th July)	13,815	41%	195	9%	15	67
SEND Improvement Notice Lifted (8 th August)	13,704	60.3%	-	2.9%	14	19
Back to School (20 th August)	13,667	43.8%	189	5.5%	24	6
Term 1 (24 th October)	13,712	42.1%	63	7.3%	18	69
Special School Review Update	13,723	61.9%	-	7.9%	30	29
Term 2 (20 th December)	13,720	36.8%	11	4.6%	24	27

The above figures show the number of people who are receiving, opening and engaging with our SEND parent newsletter. The mailing list of 13,720 subscribers consists mostly of parents of children with an Education Health and Care Plan (EHCP), which we are looking to expand to include those who have requested an Education Health and Care Needs Assessment (EHCNA) as well.

The latest data from Mailchimp shows that the average open rate for a government organisation is 40.56%. All of the SEND newsletters, except for the December 2024 term 2 edition, have exceeded this average.



The average click rate for a government organisation on Mailchimp is 4.48%. All of our SEND newsletters, except for the announcement of the SEND Improvement Notice being lifted, have exceeded this average. That issue may not have generated as many clicks, because the news article was in the text of the newsletter, not requiring people to click a link for more information.



The average unsubscribe rate for a government organisation is 0.22%, and the average across these 7 editions of our SEND newsletter is 0.14%. This low rate of subscription suggests that our content is interesting and relevant to our subscribers.

Most Popular Links

Link	Clicks	Edition
Autism and ADHD Handbook	304	Term 1
Improvements to SEND services in Kent continuing	150	Term 6
PINS Project announcement	144	Term 1
National Autistic Society online training for teenagers	140	Term 5
Ready, steady, school! A mum of three children with	130	Back to

SEND shares some tips on school readiness		School
Emotionally Based School Avoidance (EBSA) resource pack for parents	127	Back to school
KCC Travel Saver bus pass	124	Back to school
Travel Passport for children with free school transport	106	Back to school
Kent Family Hub home page	104	Term 5
Activities in Family Hubs	103	Term 6

The most-clicked links in each newsletter are often in the first section (Latest News) which might show that fewer people are scrolling further down to the Your Voice Counts and Events and Activities section. Contents with links are included at the top of the newsletter so parents can see what is included further down and skip to the sections they want to read. We aim to keep articles as short as possible linked to further information on websites or the KCC News and Features page.

The most-clicked links are either news articles with important updates about SEND services in Kent, or resources for parents, carers and young people. Almost half of the most-clicked links were in the Back to School newsletter in August 2024, suggesting that this information was well-timed and informative for parents preparing their children to return to school.

Next Steps

In the next edition of the SEND newsletter there will be a survey asking parents to feedback on the content and quality of the newsletter. We would like to know if the information is useful to them, what kind of articles and information they would like to see in future newsletters, and if they are happy with the frequency and length of the newsletter.

Kent Educational Psychologists have offered to provide regular content for the newsletter, so some insight into what parents want to know about throughout the year will help shape their contribution. The annual content plan and monthly SEND Communications Planning group will also help coordinate messaging with out partners.

More examples of “you said, we did” are needed from SEND service providers. While we can show improvements through data such as reduced waiting times, we would like more personal stories from parents, carers and young people who have experienced improved support from our SEND services.

Appendix B

SEND Newsletter “You Said We Did”

What is “you said we did”?

Every SEND newsletter includes a “Your Voice Counts” section which is used to promote current surveys and consultations, asking parents to share their views on SEND and education services. A key principle of the SEND Communications and Engagement Strategy is openness and transparency, so each newsletter has a “You Said We Did” section in which outline the survey results and our next steps. This section of the newsletter can also be used to answer questions and provide information around common themes that have come up in in surveys and focus groups.

Examples of “you said we did”

In our March 2024 newsletter we asked subscribers to respond to our Parent and Carer Survey and share their experiences of SEND services in Kent.

In the next edition, in May 2024, we summarised some of the common themes in the responses and provided examples of what Kent County Council is doing to improve



Parent and Carer Survey 2024 - your feedback

Thank you for sharing your views in the Parent and Carer Survey. We had 430 responses, so thanks to all of you who took part. We'll be running the survey three times a year so keep an eye out in this newsletter and on social media (links at the end of this email) to take part and continue sharing your feedback. These were some of the comments we received, and what we've been doing to improve our services.

You said: Your response rates are too long.

We did: We have introduced an initiative called Talk Tuesdays where our SEND team dedicate time to respond to parents by email or phone (it isn't only Tuesdays!). We are continuously updating [Kent's Local Offer](#) so that useful information is readily available, and the SEND Enquiries Hub are there to help parents with their queries.

services.

You said: We want more opportunities to feedback on the service.

We did: We have introduced the new parent/carer survey which we'll be running each time (three times a year) where you can share your feedback. We're always keen to hear your views and suggestions and regularly run surveys and consultations about different topics. You can [find out more about this on our website](#). We also work closely with Kent PACT to listen to the feedback they share with us from parents and carers. We also share your feedback through this newsletter and social media channels.

You said: Incorrect information is being shared across SEND teams.

We did: All our teams are now working closely together to make sure information is recorded and shared consistently.

You said: We do not provide enough information.

We did: We are always working on our SEND Information Hub (Local Offer) website to make sure information is correct. When we send letters/emails to parents, we signpost to the relevant pages of the website and provide contact details if more support is required.

You said: There is a lack of training for staff.

We did: We are constantly updating our available training for staff and schools. We provide them with feedback opportunities to understand their needs and base new and refreshed training around this. We are also developing a training directory for schools which will give them full access to training and resources. We have invested £3m in training over the last three years and our core teams are now 95% filled by permanent staff. This has reduced our reliance on temporary staff, and the newly trained skills are therefore retained within the workforce.

You said: We do not share good news stories.

We did: We are reaching out to young people, parents and staff, asking them to share any successes or good news they have so we can understand where we are doing well and where we can improve. We are also starting termly parent and school surveys to gather more information that can help us make improvements. Our surveys and good news stories will be shared in feature articles, newsletters and on our social media channels.

In our July 2024 newsletter we included the results of a survey of parents at 38 schools which are part of the Autism Education Trust (AET) training programme. The results came from 140 responses and were included to demonstrate the positive impact of AET training in these schools.



71% of parents say their autistic child is happy at school

Kent is one of 6 local authorities trialing the National Autism Education Trust (AET) Parental Online Questionnaire which follows up on AET training after several weeks. The following data is taken from 140 responses from parents of autistic children across 38 schools in Kent.

- 71% of parents stated that their child is happy at school.
- 75% of parents felt educational staff listened to what they had to say about their child and valued their opinions.
- 69% of parents agreed or strongly agreed with the statement that they felt their child had achievable goals important to them.
- 79% agreed or strongly agreed that their child was included in all activities.
- Anxiety-based absence is still a concern with 29% of parents saying their child had been absent for this reason in the last 12 months

Data from the National Autistic Society Schools Report 2023 suggests that nationally only 26% of autistic pupils feel happy at school. This shows the positive impact of [Autism Education Trust training](#) in Kent schools. The training focuses on creating supportive and understanding environments for autistic children in school.

In October 2024 we fed back on the results of our Speech Language and Communication Parent Survey, which had 129 responses, mostly from parents at mainstream primary schools using the Balanced System® framework. We also used this article to invite parents and carers to join the SLCN Parent Engagement Group to input their views on the rollout of the Balanced System®.

In the same edition we also thanked parents for their views on the Early Years Support Model and outlined the next steps for implementing this revised model.

You said...

...we did.

Speech language and communication parent survey



Thank you to everyone who responded to our survey on support for speech, language, and communication in schools. We received 129 responses, mostly from parents of children at mainstream primary schools using the Balanced System® framework.

Parents in these schools were more confident that their child's needs were being met, with only 12% lacking confidence compared with 41% in schools without the Balanced System®.

Speaking with school staff and having in-person conversations with a speech therapist were the most helpful forms of support. The Balanced System® rollout will make this support more accessible as more schools will have a link speech and language therapist.

More than half the parents who responded did not know if their school had a link therapist. We will work with schools to share more information about this role.

We will continue to seek parent views through our SLCN Parent Engagement Group, next session on 20th November. If you are interested in joining, please [fill out the form](#).

For more information about [the Balanced System® and the role of a link therapist](#), visit the SEND Information Hub.

Early Years support model



In March 2024, Kent County Council undertook an 8-week public consultation on our proposals to improve the model of support for children in early years settings (including childminders) across the county. The revised model aims to ensure that the most vulnerable and disadvantaged children have their needs identified accurately and assessed in a more timely and effective way, so they receive the right support, in the right place and at the right time.

Following Children Young People and Education Cabinet Committee on 9 July 2024, the Cabinet Member for Education and Skills agreed the implementation of a revised model of Early Years Education in Kent, including a revised process to apply for Special Education Needs Inclusion Funding (SENIF).

An implementation plan has been developed and we are working with stakeholders to develop more detail around how the model will work in practical terms.

Early Years Childcare and Education providers can expect to see new ways of working being introduced from Term 5 (April 2025) and the revised model embedded by Term 1 of next academic year (September 2025). Regular communication on the progress will be shared to those directly impacted by any changes.

The December 2024 newsletter included feedback on next steps for the Specialist Teaching and Learning Service and the Special Schools Review consultations, which had been promoted in earlier newsletters.



Specialist Teaching and Learning Service (STLS)

Thank you to everyone who took the time to respond to our consultation regarding the role of Specialist Teaching and Learning Services within the ongoing transformation of SEND services.

Your views and experiences will help us shape the future of STLS. A decision on next steps will be taken in January 2025. Look out for an update in our next newsletter!



Special schools review

We have published details of its proposed next steps following a Special Schools Review public consultation, which was discussed at the Children, Young People and Education Cabinet Committee on 21st November.

Read the [full article about our next steps](#) or read our [Frequently Asked Questions](#) document.



In December, we also sought parents views in another Parent Carer Survey.

Following feedback from parents asking to see the results of the survey, we plan to publish the survey results as well as the key themes arising and what we are doing as a result of their feedback on a new, dedicated SEND engagement section (currently in development) on the SEND Information Hub.

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PINS FAQs

Frequently asked questions for parents and families about the Kent PINS project.

What is PINS?

PINS stands for 'Partnerships for Inclusion of Neurodiversity in Schools'.

It is a project that helps schools to improve the experience of children who are neurodivergent so that they feel welcomed, supported and able to take part in all aspects of school life.

PINS is a national initiative led by the Department for Education and NHS England.

In Kent, 20 primary schools in Maidstone are taking part in the project.

How will PINS help my child?

PINS will help your child by improving their school environment and helping schools adapt the way they do things to meet your child's needs (which could include mental health, speech and language and physical and sensory) to help them learn and take part in all aspects of school life.

PINS will help all pupils in school – children don't need a formal diagnosis to benefit from this project.

How will PINS help parents?

PINS will help parents to build strong relationships and improve communication with their child's school so that they can have more confidence in how the school is supporting their child's needs.

Parents' views and experiences are a vital part of this project. Kent PACT (Parents and Carers Together – the local parent/carer forum) will hold forums like coffee mornings and other events for parents so that they can share their feedback, knowledge and ideas with other parents and their child's school.

By working together, parents/carers and schools can support each other to give children the best experiences of school.

What schools in Kent are taking part in the project?

20 schools in Maidstone are taking part in the Kent PINS project. They are:

Archbishop Courtenay Primary School, Boughton Monchelsea Primary School, Coxheath Primary School, East Farleigh Primary School, Greenfields Community Primary School, Jubilee Primary School, Langley Park Primary Academy, Leeds and Broomfield Primary School, Lenham Primary School, Madginford Primary School, North Borough Junior School, Park Way Primary School, Platts Heath Primary School, Senacre Wood Primary School, St. Paul's Infants School, The Holy Family Catholic Primary School, Tiger Primary School, Ulcombe Primary School, Valley Invicta Eastborough Primary School and West Borough Primary School.

There are also 20 schools in Medway that are taking part in the project.

What does neurodivergent mean?

A neurodivergent person's brain processes, learns, and/or behaves differently from what is considered "typical" (referred to as neurotypical) by society.



What does neurodiversity mean?

'Neurodiversity' means that humans are all different in how we think, feel, and learn. That's because all our brains process information in different ways.

If a group of people includes neurodivergent and neurotypical people, or different types of neurodivergent people, that group could be called 'neurodiverse'. So, a mainstream primary school would teach pupils who are neurodiverse.



My child is neurotypical - how will PINS affect them?

All children in the schools taking part in the PINS project will benefit from a better school environment and from more knowledgeable staff who can adapt their teaching styles to the differing needs of children.

It's important in a school community, and society in general, for everyone to understand neurodiversity, how it affects the people around us and how we can support them. Therefore, we would encourage you to engage with PINS whether your child is neurodivergent or neurotypical.

How will PINS benefit schools?

The schools that are taking part in the Kent PINS project will have access to education and health specialists and Kent PACT, the local parent carer forum, to help all school staff better understand the needs of neurodivergent children and create a school environment where all children can thrive. Parents and schools will have stronger relationships and better communication with each other.

Has this been tried anywhere before?

PINS is a national project led by the Department for Education and NHS England which started in early 2024. Around 600 primary schools across England are taking part. The project will finish in March 2025.

What happens after the PINS project has ended?

When PINS has ended, feedback from children, parents, schools and the professional teams working with them will be evaluated at both a national and local level. What we learn from the evaluation will give us an in-depth picture of what has worked well and what extra things we can do to create a better experience for children and their families.

We hope that all of the knowledge gained from the project can create a network of support within our school communities, where parents feel included and all children's needs are supported and understood.

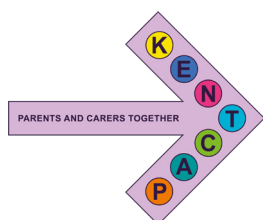
A school that works for neurodivergent children will ultimately benefit every child.

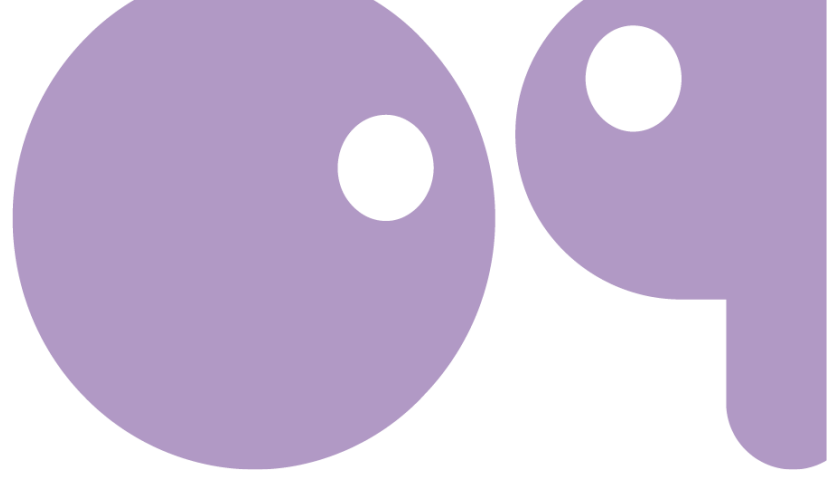
Who do I contact for more information about the PINS project?

You can speak to your child's school, who will be happy to talk to you in more detail about the project.

You can also contact Kent PACT. They will be holding coffee mornings and other events during the project that you can attend to find out more about the project, as well as talk with other parents.

We will also provide updates in the SEND parent newsletter. To subscribe to the newsletter visit kent.gov.uk/sendnewsletter.

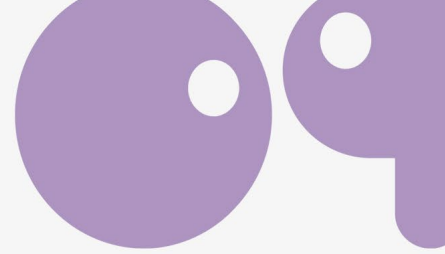




SEMH Toolkit for Mainstream Settings

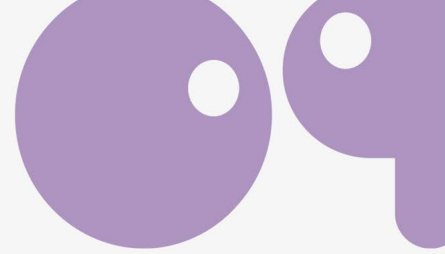
Working Together to Support Pupils with
SEMH in a Mainstream School and
Classroom Setting

Written by Ruth Gately
Specialist Lead Adviser, SEND
Secondary School Improvement Team



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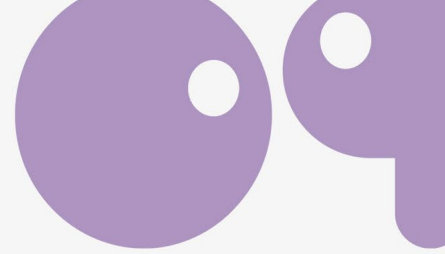


SEMH Toolkit for Mainstream Settings

This toolkit has been created as a guide to support pupils with SEMH in the school setting.

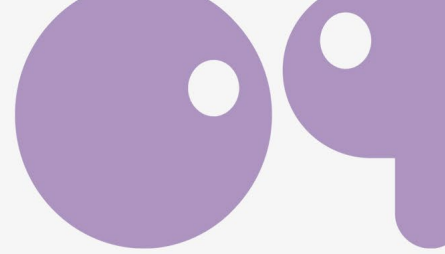
A number of key DfE documents, research and professional bodies findings have supported the development of the toolkit which also support the eight principles to Public Health England working with the Department of Education 'Promoting Children and Young People's Mental Health and Wellbeing' (2021), Kent Resilience Hub's 'Whole School Approach' and KCC's SEN Mainstream Core Standards.





Acronyms

ADPR	Assess- Plan – Do – Review – The Graduated Approach
AP	Alternative Provision
ASC	Autistic Spectrum Condition
CATIE	Countywide Approach to Inclusive Education
CHYMPS	Children & Young People’s Mental Health Service (previously CAMHS)
CIN	Child in Need
CYP	Children & Young People
DLD	Developmental Language Disorder
DSL	Designated Safeguarding Lead
DSL MH	Designated Senior Lead for Mental Health
EBSA	Emotionally Based School Avoidance
EEF	Education Endowment Foundation
EH	Early Help
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
HI	Hearing Impaired
IASK	Information Advice and Support Kent
KELSI	Kent Education Learning and Skills Information
KPACT	Kent Parent and Carers Together
LAC	Looked After Child
MCS	Mainstream Core Standards
ODD	Oppositional Defiant Disorder
PD	Physical Disability
PDA	Pathological Demand Avoidance
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational Needs Coordinator
SENK	SEND support learners on the SEN register
SENIA	SEN Inclusion Adviser
SLCN	Speech, Language and Communication Need
STLS	Specialist Teaching and Learning Service
VI	Visually Impaired
VSK	Virtual Schools Kent



Introduction

This toolkit has been created to help educational practitioners to support pupils with SEMH to thrive in their mainstream setting – socially, emotionally, and academically. Information being communicated by headteachers, SENCOs, teachers, support staff and pastoral leads over the past year indicates that schools/academies are experiencing increasingly greater numbers and cases of pupils who have Social, Emotional and Mental Health difficulties.

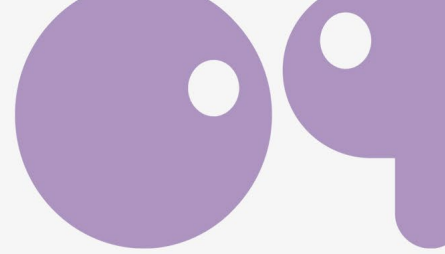
The toolkit has been developed as a guide for classroom practitioners, teaching assistants and pastoral staff – it should not be used as a means to diagnose SEMH but instead: as a resource to enable a school/academy to develop their systems and processes: to identify and support pupils who are struggling with their mental health and wellbeing; and to seek the right provision whilst using the Graduated Approach – assess-plan-do-review.

It is important to note that school staff should always follow the policies and procedures relating to safeguarding and provision for pupils with special educational needs and seeking the support of key professionals when required.

To support you as a classroom practitioner there are links to key documents and websites that may provide you with more information and tools that you can adapt and employ in lessons or throughout the school day.

Where an external agency is suggested for support, you will be able to click on the link which will direct you to their website.





SEND Code of Practice - Four Broad Areas of Need

[SEND Code of Practice January 2015.pdf](#)

It is important to note that a pupil may have one or more identified or undiagnosed area(s) of need from the four broad areas defined below and that pupils who have a diagnosis, such as for example ASC or ADHD, can also experience SEMH difficulties too. It is expected that the majority of pupils with an EHCP will attend an inclusive mainstream school/academy, working alongside their peers, studying a mainstream, well-sequenced curriculum which, if required, will be adapted to meet their needs.

The four broad areas of need defined in the SEND Code of Practice 2015:

Communication and Interaction – (C&I)

“6.28 Children and young people with **speech, language and communication needs (SLCN)** have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time.”

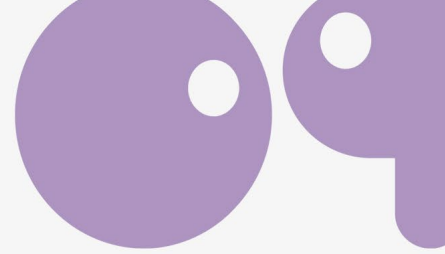
“6.29 Children and young people with **ASC, including Asperger’s Syndrome and Autism**, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.” (DfE 2015:97)

Cognition and Learning – (C&L)

“6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).

6.31 **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This encompasses a range of conditions such as **dyslexia, dyscalculia and dyspraxia.**” (DfE 2015: 97)





Sensory and/or Physical Needs

“6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. However, schools with the support of key professionals should be able to provide a high-quality inclusive education to meet a pupil’s needs. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** may/will require specialist support and/or equipment to access their learning, or habituation support.” (DfE 2015:98)

Social, Emotional and Mental Health (SEMH)

SEMH is identified as one of the four areas of need in the SEND Code of Practice 2015 defining social, emotional, and mental health difficulties as:

“6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

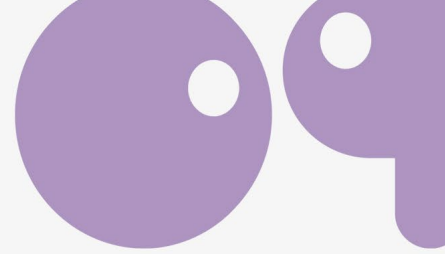
6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.” (DfE 2015:98)

The DfE report ‘Mental health and behaviour in schools’ stated:

“Mental health is defined as a state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community. World Health Organisation, August 2014” (DfE 2018: 11)

“Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils.





A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs, or vulnerabilities." (DfE 2018: 4,5)

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan stated:

"Providing mental health support to children and young people: Meeting children's social, emotional, and mental health (SEMH) needs is a crucial aspect of strong SEND provision. Schools and colleges play a vital role in promoting and supporting pupil and student mental health and wellbeing. They work to create safe, calm, supportive and inclusive environments, tackle bullying and teach pupils and students about their mental health and about when to ask for help. Through daily interactions, staff can validate children's feelings, boost their confidence, and increase their resilience. Many education settings also offer targeted support, for example through play therapy or counselling or a nurture or social skills group." (DfE 2023: 65)

Following the COVID-19 pandemic the report 'Promoting children and young people's mental health and wellbeing – A whole school or college approach' acknowledged that:

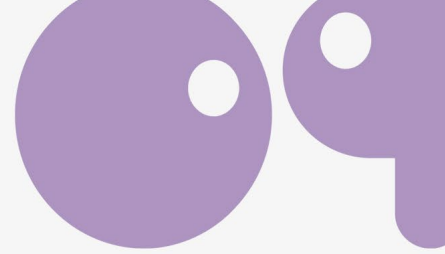
"Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn." (PHE/DfE 2021: 5)

High-quality SEMH Provision is Everyone's Responsibility

Supporting pupils with SEMH is everyone's responsibility, however schools are not in a position to, nor should they act as mental health experts and diagnose conditions - that is not their remit. What is important is that all staff have a knowledge and understanding of their school systems and protocols that are in place to help support the early identification of pupils who may require SEMH support.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)





How Can Your SENCO Support You?

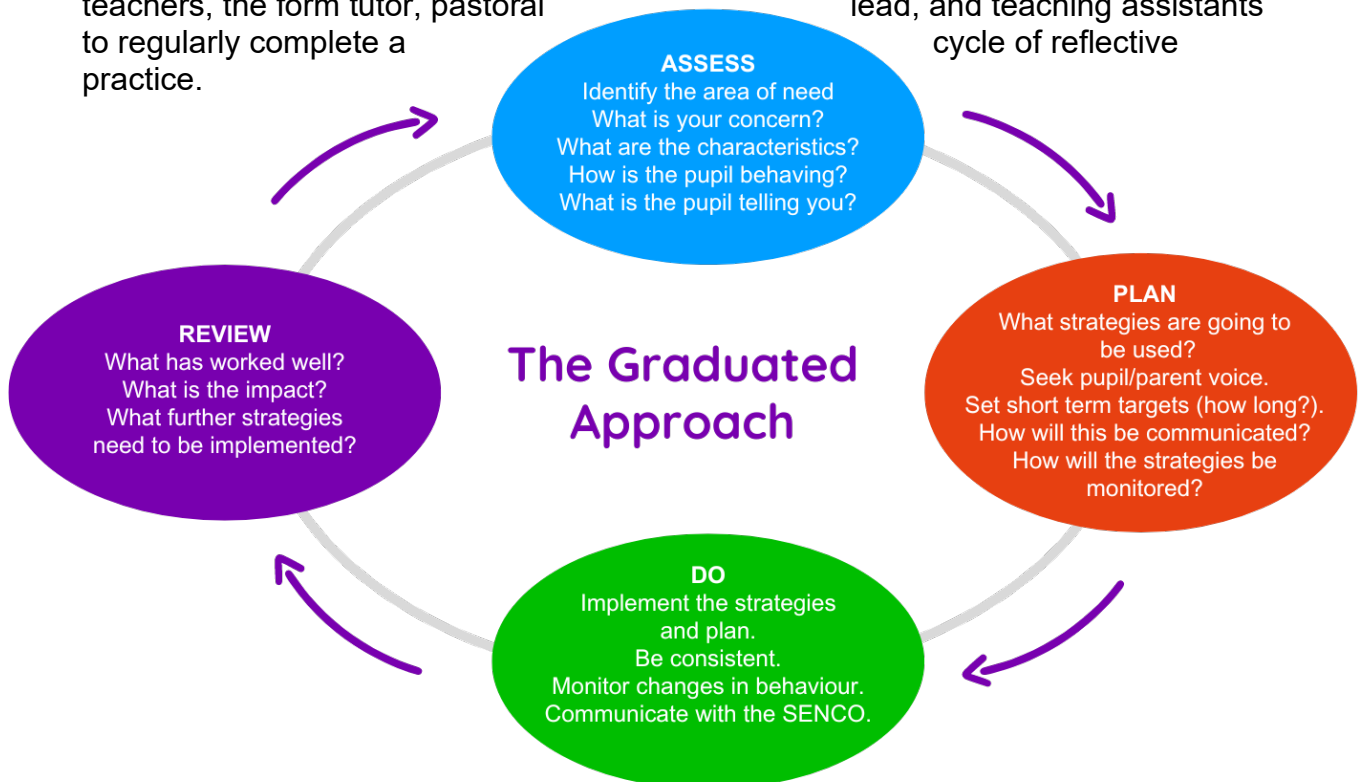
The role of the SENCO is to collaborate with all staff to strategically collate the early identification and assessment tools, resources and interventions and key strategies that will support pupils in the school environment to enable them to thrive socially, emotionally, and academically. Providing high-quality training is essential to ensure that SEMH provision is consistently embedded in the classroom to support pupils' mental health and wellbeing. Knowing your pupils well is paramount.

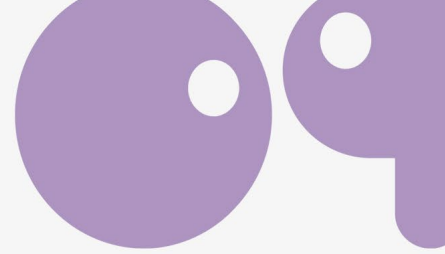
Speaking to your curriculum leads and the SENCO about concerns and seeking advice is important in ensuring that you are provided with the most appropriate support and strategies. Communicating your observations and key information is also vital to guarantee high-quality provision for every pupil in your class and school.

The Graduated Approach

SEND Code of Practice 2015: Assess – Plan – Do – Review (APDR)
[SEND Code of Practice January 2015.pdf](#)

Irrespective of a pupil's need, the **Graduated Approach** is a key process to support all aspects of SEND provision. It enables the SENCO to effectively collaborate with teachers, the form tutor, pastoral lead, and teaching assistants to regularly complete a cycle of reflective practice.

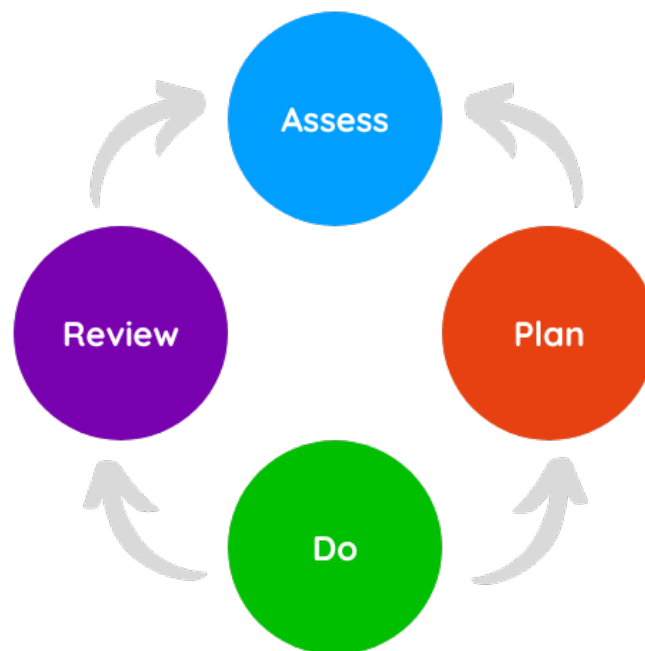




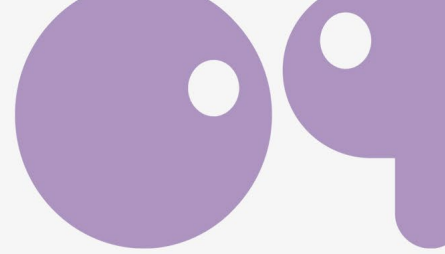
Three cycles of the Graduated Approach are recommended for each pupil on the SEND register and is a legal requirement for pupils with an EHCP to ensure that there has been a clear plan and implementation of provision which has been carefully monitored and reviewed. All school practitioners must work closely with the SENCO to guarantee that the school has undertaken their ‘best endeavours’ to support the pupil.

The Graduated Approach will provide clear evidence to enable the SENCO to access key professional support via local networks or referrals if all the school strategies and interventions have been exhausted and the pupil continues to struggle to access their school environment and education. However, if the pupil’s SEMH needs escalates and interventions/strategies do not have an impact prior to completing the three cycles, the SENCO will be able to and should/must seek more immediate support through referrals to safeguarding protocols and referrals to key agencies and professionals.

Section 1: Early Identification of Need and Assessment



“3.24 Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN, disability, or mental health problems but the scope of the assessment could go further, for example, by seeking to identify housing or family problems.



3.25 Not all children with mental health difficulties will have SEN. But persistent or serious mental health difficulties will often meet the definition of SEN, in that they lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. As set out above, the graduated response process set out in the SEND Code of Practice provides a framework for deciding what support to offer, which would be good practice regardless of whether a pupil has SEN.” (DfE 2018: 19,20)

Schools can use existing systems to identify if a pupil is causing concern and is at risk of developing mental health problems.

Quantitative data – grades and other numerical data:

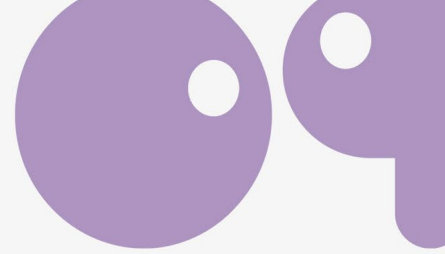
- changes in the pupil’s level of attainment
- the pupil is accruing increasing numbers of behaviour logs
- attendance levels are dropping, or patterns of absence are emerging
- school refusal – parents report high levels of anxiety.

Qualitative data - from observations and verbal feedback from subject teachers, teaching assistants, pastoral staff (including form tutors) and other pupils are reporting changes in a pupil’s behaviour. Here are some examples.

- Pupil is becoming increasingly withdrawn (unwilling to contribute or interact with their peers in class or during break and lunchtime).
- Pupil is becoming more vocal, and behaviours do not reflect their usual personality traits.
- Pupil is being sent out of their lessons due to their disruptive behaviour.
- Pupil displaying risky behaviours.
- Pupil is withdrawn from peer/friendship group.
- Safeguarding concerns are raised in line with school systems and protocols (safeguarding policy).
- Pupil reports they are not sleeping well.
- Pupil is not coping with transition and change.
- Visible changes to a pupil’s appearance, facially and/or physically.

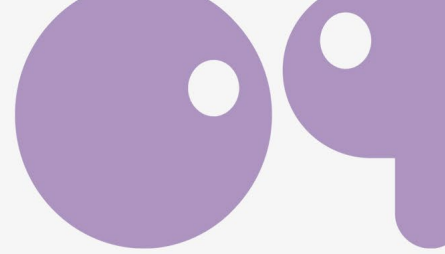
The Mainstream Core Standards provide guidance to support schools in the eight areas highlighted at the start of the toolkit.





Mainstream Core Standards - Assessment (page 8)

Expectations	Possible Supportive Strategies
<p>A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.</p>	<p>Pupils complete a pupil voice confidence questionnaire. See examples in Working with Children and Young People section 2.</p> <p>Pupils' strengths and difficulties in learning, communication, and social and emotional development are observed and monitored in different settings and contexts to inform planning.</p> <p>Staff are aware of pupils' starting points so that expected progress can be measured across each key stage.</p> <p>Assessment is used to inform planning and interventions. Boxall profile, strengths, and difficulties questionnaires.</p> <p>Consideration is given for individual pupils' developmental profile and holistic progress.</p> <p>Discuss the pupils through access to local networks (SENCO).</p> <p>The school can seek advice and guidance to support the pupil from professional services such as the Specialist Teaching and Learning Service or School Public Health Service with parent/carer consent.</p> <p>Should a member of staff be concerned they should always inform and seek advice from SENCO and Pastoral Leads/designated member of staff.</p>
<p>Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of the whole child or young person.</p> <p>Pupils have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.</p> <p>The impact of interventions is critically evaluated by the SENCO or key professional.</p>



	Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
Supporting pupils with SEMH in tests and public examinations. SENCO must ensure that evidence is collected and collated.	Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working. Schools refer to the relevant exam board guidelines. Arrangements could include: <ul style="list-style-type: none"> • rest breaks • use of a reader/scribe/laptop • extra time adapted resources are used in class and assessments.

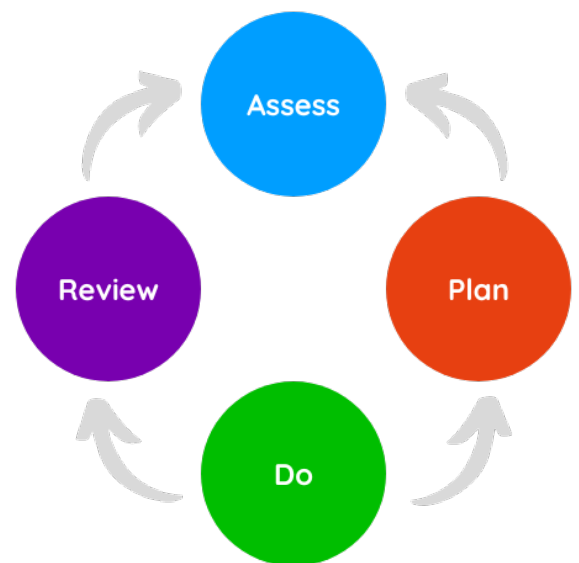
Early Identification 360 Behaviour for Learning Support Document

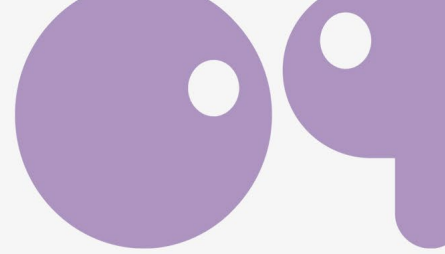
A possible document that can support the early identification of need and supports the graduated approach is to complete a 360 Behaviour for Learning Support Document which seeks to collate all the information a SENCO and Pastoral Lead will require to identify:

- What are the potential factors that are driving a pupil's behaviour?
- What external factors may be contributing to the pupil's behaviour?
- What support and intervention could be provided to improve outcomes for the pupil?

Stage One – ASSESS

Once a pupil has been identified as a cause for concern regarding their presenting behaviours the SENCO or Pastoral Lead/designated member of staff should seek to gain as much information and detail as possible from teachers, support staff, pastoral staff, and other professionals (if they are already working with the pupil) in the following areas:





Internal – school based	External contributing factors
Overall observations and concerns identified.	Intervention and support already in place and any professional involvement.
Curriculum – academic progress.	Known family/home circumstances and factors that may be impacting on the pupil’s current academic, social, and emotional outcomes.
Social presenting factors and observations.	
Emotional presenting factors and observations.	

Ask the pupils to complete a pupil confidence questionnaire to ensure their voice is sought, which could identify key areas of concern for the pupil and changes in classroom practice that might need to be reviewed.

Stage Two - PLAN

Having gathered all the relevant information for colleagues – arrange a meeting to discuss the document and identify which is the area of need that is having the greatest impact upon the pupil’s SEMH.

During the meeting populate the planning recommendation form creating a clear plan as to what strategies need to be put in place to support the pupil at this stage. It is advisable to invite parents/carers to the meeting and involve them in the development of the plan. It is also important that the pupil’s voice is sought and whenever possible they are invited to be involved in the meeting either the whole meeting or part of the meeting especially where strategies are being discussed.

A review date must be set at the planning meeting so that a clear time scale and SMART strategies and targets are set.

Stage Three – DO

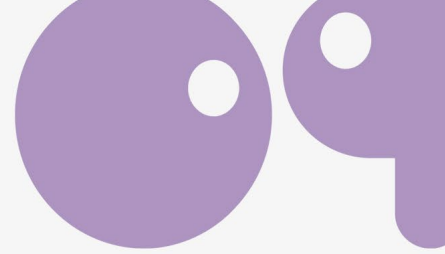
Following the meeting it is advised to arrange a meeting with the pupil’s teachers to inform and share with them the current needs of the pupil and the agreed strategies and targets that have been set – this will ensure continuity and clear lines of communication.

Learning walks and check-ins with the pupil should take place during the ‘DO’ phase.

Stage Four - REVIEW

Following the agreed DO period, the review meeting should take place on the pre-arranged date. The SENCO and/or the pastoral/designated lead should again seek the views of



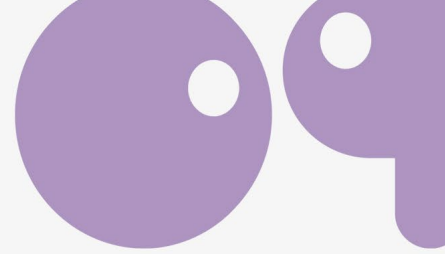


members of staff and professionals who contributed to the **ASSESS** stage. All feedback should be linked to the original collation of information and referenced in conjunction with the targets and strategies agreed.

During the meeting with parents and the pupil all aspects of the plan should be discussed and reviewed – positive outcomes and areas to continue to develop.

The meeting may require a second cycle of **ASSESS – PLAN – DO – REVIEW** using and updating the documentation.

Through the completion of the documentation the SENCO will be able to evidence the 'best endeavours' to support the pupil and can be used to support referrals to local networks, Specialist Teaching and Learning Service, School Public Service or other key professionals who support pupils with SEMH.



Early Identification 360 Behaviour for Learning Support Document

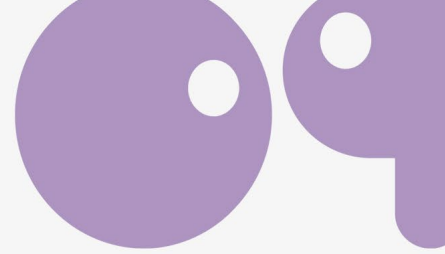
Pupil:..... Year group:..... Completed by: SENCO.....

Pastoral/designated lead

SEND Register: Yes / No SEND confirmed diagnosis:

Date:

<p>What are the behaviours they exhibit that are causing concern? (What is it that the pupil does or does not do that is causing problems?) What concerns have staff raised? How long has their presenting behaviour been going on?</p>	<p>What support/intervention is already in place or implemented previously? External agencies/professionals</p>
<p>Curriculum: Outline their general aptitude as a learner in lessons and their attitude to learning and behaviour when taking part in learning activities. What are they good at, what do they struggle with, what is their progress like? Current classroom provision in place e.g., TA support. Does the pupil attend interventions?</p>	<p>Please comment on family/home circumstances or external contributing factors</p>
<p>Key data: Academic starting point: Reading age: Spelling age: Strengths: Areas for development:</p>	
<p>Social: How they present socially in lessons and around the academy - how are they when taking a part in group work, what are their interactions with adults and their peers like? How do they cope with the social demands of the setting?</p>	<p>Please comment on any relevant family circumstances or external contributing factors</p>
<p>Emotional: How do they present emotionally? How do they respond when presented with unfamiliar or difficult tasks? Do they appear confident? How well do they manage strong emotions? What do you think their self-esteem is like? What intervention provision is currently in place?</p>	<p>Please comment on any relevant family circumstances or external contributing factors</p>



Early Identification 360 Behaviour for Learning Support Document

Plan Recommendations with Pastoral, SENCO, Key Staff, Parents and Carers

Identified particular area of need – curriculum, social or emotional that needs to be strengthened.



Learning Behaviours that would expect to see improving.

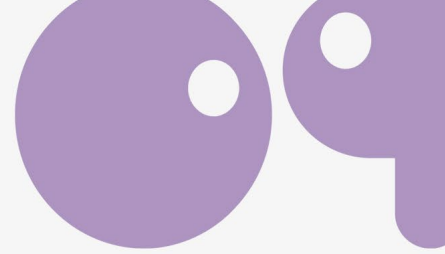


Identified strategies approaches or interventions to develop targeted area curriculum, social or emotional.



Key assessable indicators that will show that strategies have had a positive effect on the target relationship.

Review date:



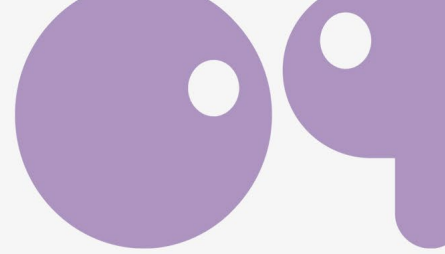
Section 2: Working with Children and Young People

It is imperative that staff know their pupils well and collaborate closely with pupils seeking their voice and views to be able to fully support them in lessons – often pupils will wish to work with a trusted adult of their choice. Creating a profile of need with strategies to support a pupil with SEMH. Always follow your school's safeguarding policy, protocols and procedures when talking to pupils.

It is important to acknowledge that pupils' behaviour may present in a variety of ways.

- **Emotionally** – for example, a pupil may present as: extremely anxious, withdrawn, angry, agitated, sad, annoyed, over stimulated, frightened and have heightened emotions which they find difficult to manage. Attendance may be an issue - Emotionally-Based School Avoidance. The pupil may have or be experiencing loss and bereavement. Exhibit Low self - confidence, self-belief and self-esteem. Experience attachment and relationship difficulties.
- **Socially** – for example, a pupil may present as: overbearing and loud, overly physical with their peers, invading other pupils' space; or they could be withdrawn and reluctant to work with their peers or interact in the lesson, preferring to work alone. Pupils may have difficulties making and maintaining friendships. Concerns/problems/subject to bullying. May have difficulties understanding social boundaries and following rules.
- **Physically** – for example, a pupil may present as tired, hungry, thirsty, complaining about being injured, or that their body is aching.
- **Educationally** – pupils' experience, self-belief and confidence will significantly impact on their engagement in lessons or certain subjects and their presenting behaviours. It is important to know their starting point, any prior educational experience to identify any knowledge gaps.
- **Specific diagnosed Special Educational Need** – it is important to seek the advice of the SENCO and employ the strategies to support individual pupils in lessons – please see the information below to support.

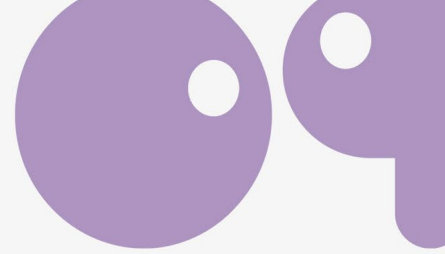




Cambridgeshire County Council ['Why I am rude'](#). video
A poem written by Sarah Dillon, National Association for Therapeutic Parents

Working with Children and Young People

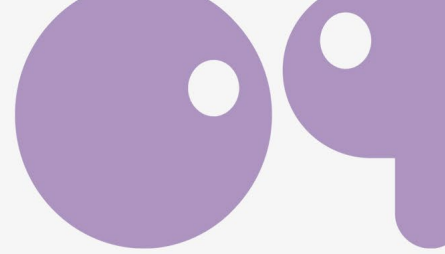
Expectations	Possible Supportive Strategies
<p>The school will work in partnership with pupils to support their SEMH.</p>	<p>Pupils complete a pupil voice confidence questionnaire. See examples below.</p> <p>Pupils have a designated 'trusted adult' that they check in with daily.</p> <p>Pupils have a safe space to go to when their behaviour is heightened/have a low mood/are struggling to successful access their school day.</p> <p>The school creates a toolkit for pupils to use during lessons which is communicated to staff via the pupil profile or school protocols.</p> <p>Ensure whenever possible that the pupil has a trusted adult of their choice who will be their support – it is important that clear lines of communication and boundaries are set up to support this. A planned daily 'check in' will help a pupil – at the start of the day would be advantageous. Ensure that the member of staff also has support - mentoring a pupil can be extremely demanding on a member of staff – their wellbeing must be looked after too.</p> <p>If a pupil is on the SEN register – the SENCO must ensure that a provision plan is in place and reviewed three times a year with the pupil and their parent/carer.</p> <p>Pupil attends an appropriate intervention to support their SEMH which is targeted, and impact reviewed.</p>



<p>Pupils actively engage with assessments and reviews to support their SEMH.</p>	<p>Pupil completes assessment tools such as:</p> <ul style="list-style-type: none"> • Pupils Voice confidence questionnaires • Boxall Profiles • Zones of Regulation • if required – a daily ‘check-in’ with a trusted member of staff. <p>Pupils are helped to understand their own barriers to learning and to value their achievements.</p> <p>Where possible, pupils participate in the process of ‘Assess, Plan, Do, Review’ (APDR) of their provision, setting and reviewing targets and identifying their own learning strategies.</p>
<p>Pupils are provided with a personalised toolkit or strategies to support their SEMH.</p>	<p>In conjunction with the SENCO a profile is created to support the pupil in lessons and around the school which is communicated to all staff who work with the pupil. The profile should also be available for all staff to access on the school system.</p> <p>The toolkit could be specific strategies such as ‘time out,’ red, amber, green cards to communicate their understanding and levels of anxiety or their Zones of Regulation toolkit.</p>

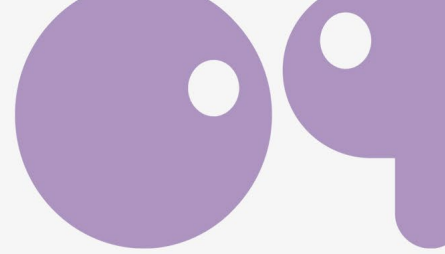
Supporting a Pupil’s Specific SEMH Need, Mainstream Core Standards (pages 37- 40)

Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>‘Fight’ responses</p> <ul style="list-style-type: none"> • Verbal and physical aggression. • Violence towards property and/or people. • Inappropriate language. • Blaming others. • Pushing friends away. • Inflexibility and/or unable to follow rules or instructions. 	<p>Provide a secure base (safe and predictable environment).</p> <ul style="list-style-type: none"> • Consider the reason/purpose of behaviour – what is the context/history? • Routines and changes are communicated in advance. • Careful consideration of seating position. • Where possible, make tasks relevant and interesting, linked to the learner’s strengths and development needs. • Think carefully about lesson content in relation to learner’s known previous life experiences. • Use of strategies and approaches to develop understanding of presenting behaviours, e.g., ABC charts and the Iceberg approach. • Use of Boxall Profiling.



<ul style="list-style-type: none"> • Disrespectful. • Self-harming/self-sabotaging behaviours. • Refusal to follow instructions or comply with behavioural norms. • Stealing. • May appear to be being dishonest. 	<ul style="list-style-type: none"> • Consider movement breaks. • Support co-regulation. • Consider learning breaks. • Adopt a Key Person approach. • Provide support and/or organised activities during unstructured times. • Exit cards.
<p>‘Flight’ responses</p> <ul style="list-style-type: none"> • Moving to another area without notice or permission (absconding). • Hiding. • Inability to manage unstructured/free time. • Avoiding tasks and activities • Hyperactive. • Hypervigilant. • Agitated. • Fidgety. • Immature behaviours, tone of voice. 	<ul style="list-style-type: none"> • Backward chaining. • Develop risk assessments with parents and the pupil. • Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility. • Offer a safe place within the classroom and offer to co-regulate when necessary. • Offer a ‘safe’ and familiar task when emotions are heightened. <p>Support verbal input with visuals (demonstration, images, objects, key words).</p>

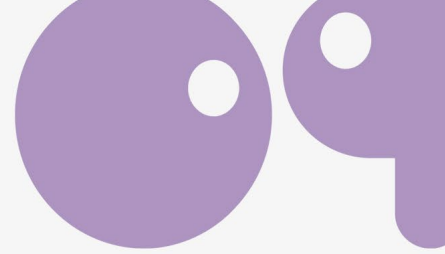
Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>‘Freeze’ behaviours</p> <ul style="list-style-type: none"> • Forgetful. • Distracted, difficulties with concentration and engagement. • Not listening or interacting. • Appears confused. • Clumsy 	<ul style="list-style-type: none"> • Assessment through teaching, e.g., are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work, e.g., friendship or social skills, nurture groups. • Backward chaining – bringing learner in at the end of assembly or school day. • Play-based activities. • Establish interests. • Buddying/Peer Mentoring.
<p>‘Fold’ behaviours</p>	



<ul style="list-style-type: none"> • Withdrawal from social engagements. • Passive with neutral expression. • Compliant – which can lead to vulnerability. • Providing only ‘yes’ and ‘no’ answers. • Self-harm. • Unable to accept praise. • Unable to show enjoyment of seemingly positive experiences. 	<ul style="list-style-type: none"> • Giving responsibility for looking after someone else. • Unpicking the behaviours – negative and positive behaviours – what lies behind them? • Seek advice around self-harming or risk-taking behaviours – a multi-professional approach. • Identifying what is not right through engagement with the learner. • Looking back, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Provide substitutes for self-harming behaviours, e.g., elastic bands.
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Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Physical symptoms that are medically unexplained, e.g. soiling, stomach pains.</p>	<ul style="list-style-type: none"> • Provide activities that are stress reducing, e.g., games, dance, colouring, gardening, animals, forest school. • Keep a log and analyse pattern or trends to identify trigger. • Liaison with School Health (Kent).

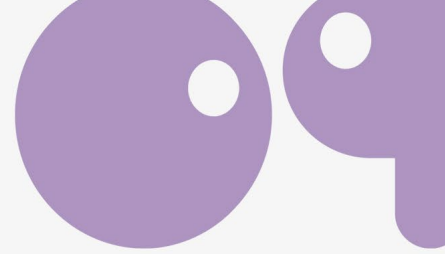
Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Attachment Difficulties (including Attachment Disorder)</p> <ul style="list-style-type: none"> • Appears anxious. • Appears withdrawn. • May experience intense and overwhelming emotions exhibited as anger or ‘loss of control.’ • May appear to lack inhibitions e.g., hugging people they do not know or appearing to be ‘over friendly’ towards children and adults. • Finding it difficult to join in with play or interactive games. 	<ul style="list-style-type: none"> • Nurture group/nurture ethos. • Liaise with parents and carers for shared understanding. • Robust and careful transition when the child starts school, which includes consideration of life history. • All staff trained and aware of any child with attachment difficulties and how to respond to them (at a single child level). • Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties, e.g., adopted, forces children, previously CIN, LAC.



<ul style="list-style-type: none"> • Appearing to 'sabotage' situations where things are going well. • May avoid eye contact. • Struggles with impulse control. • Struggle with 'cause and effect' thinking. • Lacks self-belief and confidence (has low self-esteem). 	<ul style="list-style-type: none"> • Liaison with VSK for training and advice including working as part of the attachment aware project.
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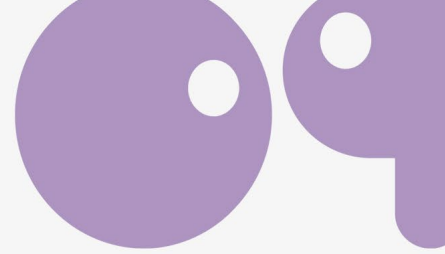
Possible Presenting Behaviour SEMH	Possible Supportive Strategies
<ul style="list-style-type: none"> • May have difficulty forming friendships. • May appear preoccupied and find it difficult to get involved in activities. • Have difficulty keeping on task. • Have difficulty taking part in group activities and discussion. • May become tearful or angry for no apparent reason. • Low self-esteem. • Become aggressive and disruptive. • Have difficulty conforming to rules and routines. • May be attention seeking. • May have school phobia. • May underachieve. 	<ul style="list-style-type: none"> • Know your pupils well – pupil voice - how they like to learn. • Be consistent. • Give short, clearly defined tasks. • Use positive behaviour management strategies. • Provide a positive classroom environment. • Social skills groups. • Develop social interaction through games and paired activities. • Provide activities to promote self-esteem. • Develop positive links between older and younger pupils. • Praise and encourage.

Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Low level disruption or behaviours that appear to want to draw attention, e.g., talking out of turn, frequent interruptions to learning, fiddling with objects.</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture, and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences. e.g., 'catch them being good.' • Positive reinforcement of expectations through verbal scripts and visual prompts. • Time out/quiet area in the setting.



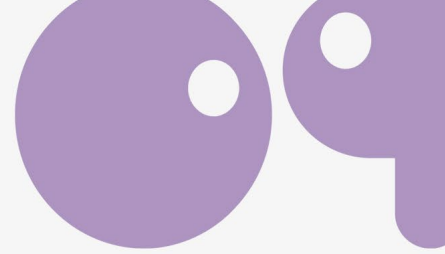
Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> • Small group/nurture group activities to support Personal Social and Emotional development. • A range of differentiated opportunities for social and emotional development, e.g., buddy systems, friendship strategies, circle time. • Restorative approaches.

Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Attention difficulties including ADHD and ADD. Inattentiveness</p> <ul style="list-style-type: none"> • Having a short attention span and being easily distracted. • Appearing forgetful or losing things. • Being unable to stick to tasks that they perceive as tedious or time-consuming. • Appearing to be unable to listen to or carry out instructions. • Constantly changing activity or task. • Having difficulty organising tasks. 	<ul style="list-style-type: none"> • Understanding the reasons - is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods. • Have a clear structure to the day. • Provide clocks and timers on desk. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours. • Being aware of times of the day that may be more difficult. • Consideration of discipline procedures/behaviour policies and any reasonable adjustments that need to be made in line with Equalities legislation. • Use known interests or hobbies to engage in activities and discussion. • Provide regular opportunities for exercise.
<p>Hyperactivity and impulsiveness</p> <ul style="list-style-type: none"> • Being unable to sit still, often fidgeting. • Struggling to concentrate on tasks. • Poor working memory. • Excessive physical movement. • Excessive talking. • Being unable to wait their turn. • Appearing to act without thinking. • Interrupting conversations. • Appearing to have little or no sense of danger. 	



Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Oppositional defiant disorder (ODD) is a disorder where children have disruptive and oppositional behaviour that is particularly directed towards authority figures, such as parents or teachers.</p> <ul style="list-style-type: none"> • Often loses temper. • Often argues with adults. • Actively defies or refuses to comply with adults' requests or rules. • Deliberately annoys people. • Blames others for his mistakes or misbehaviour. • Touchy or easily annoyed by others. • Often angry and resentful. • Often spiteful or vindictive. • Deliberately takes the most difficult path, e.g., to say 'no' on principle. • Enjoy challenging and arguing with people. • Refuse to do what they are told. 	<ul style="list-style-type: none"> • Know your pupils well – pupil voice – how they like to learn. • Be consistent. • Give short, clearly defined tasks. • Use positive behaviour management strategies. • Provide a positive classroom environment. • Social skills groups. • Develop social interaction through games and paired activities. • Provide activities to promote self-esteem, focus on their interests. • Develop positive links between older and younger pupils. • Allow time for processing the instruction – suggest it then revisit it. • Praise and encourage.

Possible Presenting Behaviour or Diagnosed Need	Possible Supportive Strategies
<p>Pathological Demand Avoidance (PDA) is a condition associated with ASC. www.pdasociety.org.uk/</p> <p>It is characterised by an overwhelming or obsessional need to resist or avoid demands which can result in a pupil</p>	<ul style="list-style-type: none"> • Know your pupils well – pupil voice – how they like to learn. • Be consistent. • Collaborate if possible – it is important that the pupil feels listened to. • Choose the language you are going to use carefully – some pupils have difficulties processing language.



becoming extremely defiant even with regards to simple requests or instructions. It may not be possible to identify the trigger for the significant change in behaviour.

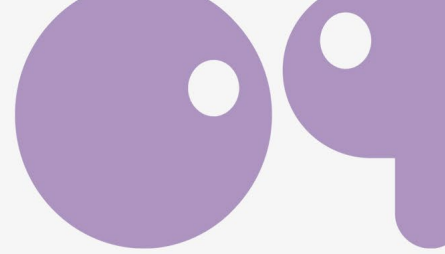
- Often loses temper.
- Potential violent outbursts.
- Often argues with adults.
- Actively defies or refuses to comply with adults' requests or rules.
- Blames others for his mistakes or misbehaviour.
- Touchy or easily annoyed by others.
- Often angry and resentful.
- Often spiteful or vindictive.
- Deliberately takes the most difficult path, e.g., to say 'no' on principle.

- Enjoy challenging and arguing with people.
- Refuse to do what they are told.

- Can present as highly anxious and very sensitive to demands.
- Pupil may present as very sociable but find friendships and engaging with peers challenging. Their perception versus understanding will not necessarily align.

- Allow extra processing time.
- Scaffold work.
- Clear concise instructions.
- Group carefully.
- Present invitations to take part rather than perceived demands.
- Offer choices – not too many either/or.
- Be calm and positive.

<https://www.pdasociety.org.uk/life-with-pda-menu/family-life-intro/helpful-approaches-children/>















Pupil Voice Confidence Questionnaire

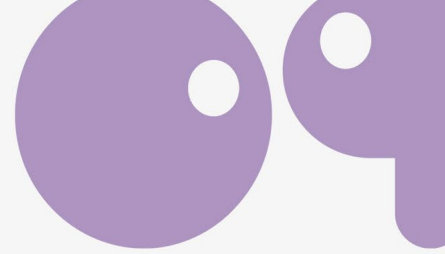
Name:

Year group:

Date:

How confident I feel in lessons:

Subject	Confident	OK	Worry	How the teacher can help me to be more confident
Subject: Teacher:				
Subject: Teacher:				
Subject: Teacher:				
Subject: Teacher:				
Subject: Teacher:				
Subject: Teacher:				
Subject: Teacher:				



Please let me know any other worries you may have below:

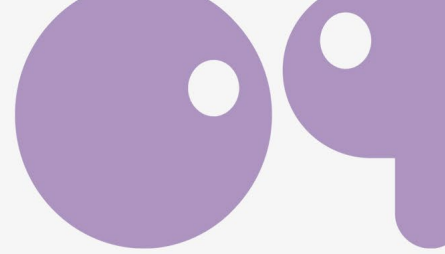
Blank space for writing worries.

How I like to learn:

Blank space for writing learning preferences.

What I like to do when I am not at school:

Blank space for writing leisure activities.



Pupil Voice Confidence Questionnaire: (Examinations)

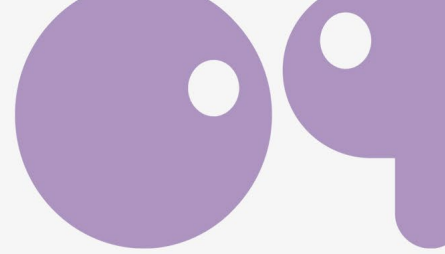
Name:


Year group:

Date:

How can we help you to prepare for your exams?

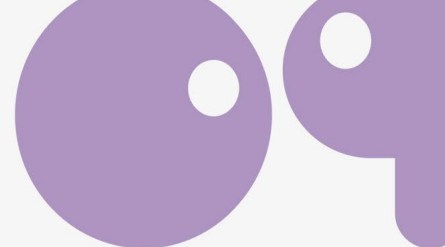
Subject	Confident	OK	Worry	How the teacher can help me to be more confident
English Teacher:				
Maths Teacher:				
Science Teacher:				
PE Teacher:				
Option Subject Teacher:				
Option Subject Teacher:				
Option Subject Teacher:				



Option Subject Teacher:				
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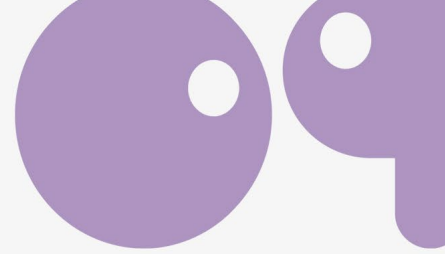
Please complete each section in as much detail as possible – be honest with your answers so that we can seek the right support for you!

<p>Please let me know of any other worries you may have about the exams.</p>	
<p>How did you prepare for the exams?</p> <p>What revision techniques do you use?</p>	
<p>How much revision did you do?</p> <p>What were the barriers to your revision?</p>	
<p>How can we help you prepare for the exams?</p>	



**Do you have any
other worries
about school?**

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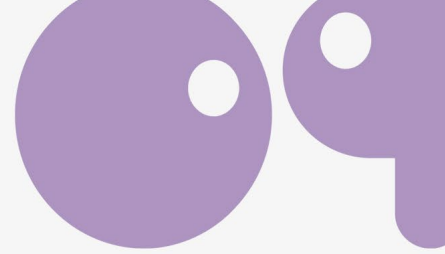
Section 3: Working with Families and Carers

It is important to seek parent/carer voice to support your work in school. They know their child best and what works well to support them at home or in a previous setting. Working in collaboration to develop strategies and plans to support the pupil in school is imperative in order to create a consistent approach that will enable the pupil to manage their anxiety and behaviour more effectively in school or in the classroom.

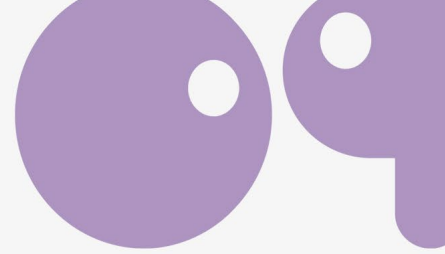
The SENCO will strategically support both the pupil and staff when required to do so. They will also be able to offer advice and guidance, use the graduated approach (**access** – **plan** – **do** – **review**).

Mainstream Core Standards (page 5-6)

Expectations	Possible Supportive Strategies
<p>The school will work in partnership with parents and carers</p>	<p>Parents and carers are made aware of support which is signposted on the school website for example:</p> <p>Kent's Local Offer: Kent Local Offer website SEND Information Hub: SEND Information Hub Website Health and wellbeing support for children and young people with SEND: Health and wellbeing support of CYP website Kent Resilience Hub: Kent Resilience Hub link to 'supporting your child' Young Minds: www.youngminds.org.uk Kent PACT: https://kentpactnew2022.co.uk/ Information Advice and Support Kent (IASK): https://www.iask.org.uk/</p> <p>If a pupil is on the SEN Register (SENK or EHCP) ensure that three in year review meetings take place and key documentation is completed.</p>
<p>Highly effective communication is in place.</p>	<p>Ensure that parents and carers are aware of who to contact should they have any concerns and the range of communication channels that are available to them (e.g., by phone, email, or daily contact book) and who is the key contact (e.g., class teacher, pastoral lead, or SENCO). Ensure that the SENCO is informed of any communication with home.</p> <p>Make parents and carers aware when their child has been identified as having an SEN or disability and know whether their needs can be met through high-quality inclusive teaching or if they require more support and individually tailored interventions. They participate in setting and reviewing targets for their child.</p>



	<p>Provide opportunities for formal and informal events take place to seek views in relation to SEN provision in the school, e.g., parent and carers surveys, coffee mornings or parent forums.</p> <p>Early identification/communication – parents/carers are made aware of any concerns about their child’s progress or wellbeing at school and the steps that are being taken to explore if there are any barriers to learning across the curriculum.</p> <p>Parents/carers (alongside the pupil) can contribute (co-produce) to the pupil profile and are given a copy. Updating the profile becomes part of the graduated approach (assess-plan-do-review) throughout the year.</p>
<p>Expectations</p>	<p>Possible Supportive Strategies</p>
<p>An effective partnership with parents and carers is evident through their participation in assessment and review processes.</p>	<p>Parents/carers are able to share their long-term aspirations for their child’s future.</p> <p>There is a shared understanding that preparation for adulthood is an integral part of the learner’s journey through education.</p> <p>Outcomes are identified that support the learner to work towards achieving their aspirations. Parent/carers participate in the process of ‘Assess, Plan, Do, Review’ (APDR) of their CYP’s provision, setting and reviewing targets and identifying their own learning strategies.</p> <p>Parent/carers support the school in identifying the SEMH barriers that are affecting the pupil in school and work together to plan clear strategies and intervention to support the pupil during the school day.</p>



Section 4: Resources and Interventions

There are a wealth of resources available to support schools below are a number of recognised approaches that have had a positive impact in schools (see Section 9: Supporting Case Studies).

Kent Resilience Hub - i-THRIVE

“i-THRIVE is an approach that ensures that young people get the emotional wellbeing and mental health support they need when facing difficult situations. The goal is for every young person in Kent to thrive, but if they do need extra help, they know where to go to find the right support. Young people will be supported to get the help they need. Whether they need risk support or advice, the approach emphasises flexibility and a tailored approach to support young people in getting the help they need to thrive.”



[i-THRIVE - Kent Resilience Hub](#)

Nurture UK – A Graduated Approach

“Nurtureuk is an organisation dedicated to improving the social, emotional, mental health and wellbeing of children and young people (CYP).

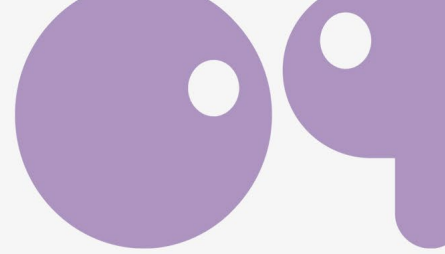
Our vision is a world where:

1. Child development isn't limited by lack of nurture in education.
2. Adults working with and caring for CYP are supported and equipped with evidence-based tools to help them flourish and learn.”



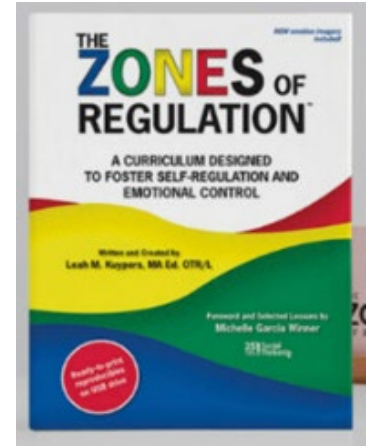
The Six Principles of Nurture are:

1. Transitions – importance of transitions in children's lives.
2. Learning – children's learning is understood developmentally.
3. Behaviour – all behaviour us communciation.
4. Language – language is a vital means of communication.
5. Wellbeing – the imporance of nurture for the development of wellbeing.
6. Safety – the classroom offers a safe base. <https://www.nurtureuk.org/>



Zones of Regulation – An Approach to Developing Self-regulation

“Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall wellbeing.”



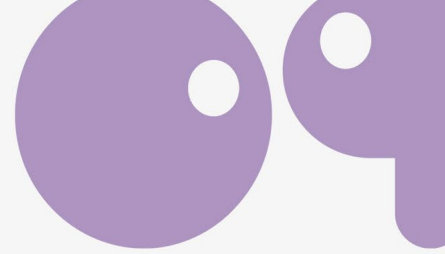
<https://zonesofregulation.com/how-it-works/>

Kent School Award for Resilience and Emotional Wellbeing

<https://kentresiliencehub-whole-setting-approach/school-resilience-toolkit/resources/>



Public Health England working with the Department for Education



Anna Freud

[Anna Freud](#) is a world-renowned mental health charity supporting children and families.

Their vision is a world where all children and young people are able to achieve their full potential. A world in which they and their families get support that is designed with their input, available at the right time, and meets their needs, so that they can develop their emotional and mental health.” [Who we are | Anna Freud](#)

“5 Steps to Mental Health and Wellbeing is a free, evidence-based framework to help you develop a whole-school or college approach to mental health.

It's interactive, it's simple and it's free. The framework aligns with the eight principles outlined in the Department for Education and Public Health England’s whole-school approach guidance.

The 5 Steps will help you to take a considered approach to the mental health needs of pupils and staff, the importance of leadership, and the role of the community.

Any whole-school or college approach to mental health must also consider the principles of equity, diversity, and inclusion, which are woven through the 5 Steps framework.

[Use the free 5 Steps action planning tool](#) to measure your progress against each step.”



Trauma Informed Practice

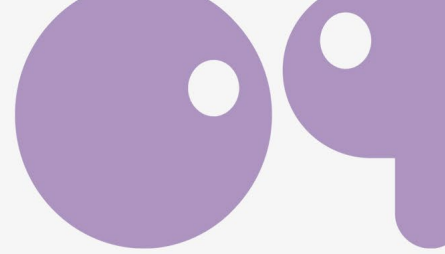
www.gov.uk - [working definition of trauma informed practice](#)

<https://www.youngminds.org.uk> - [trauma-informed-schools.pdf](#)

Primary School resource:

“West Kent Local Children’s Partnership Groups have developed a resource and training package, to raise awareness of the impact of domestic abuse and wider adverse childhood experiences (ACEs) amongst primary age children.

This resource aims to give children a better understanding of the wide range of home and environmental experiences that can affect emotional wellbeing and resilience, through the use of animation videos and teacher-led discussions.”



<https://www.kelsi.org.uk/support-for-children-and-young-people/health-and-wellbeing/brighter-worlds-adverse-childhood-experiences-aces-resource>

Emotionally Based School Avoidance

“Emotionally based school avoidance pathway for Kent.

The pathway is in line with evidence-based suggestions and research for effective working to supporting children with EBSA (previously ABSA - Anxiety Based School Avoidance) particularly offering early intervention, increased partnership working, shared awareness of push and pull factors and resources and measures to better explore the child’s voice and help parents and children feel PART of their support plans in helping them return to school.”

For more information click on the link below:

<https://www.kelsi.org.uk/special-education-needs/educational-psychology/educational-psychology-interventions>

Emotional Literacy Support Assistant (ELSA)

“Emotional Literacy Support Assistants (ELSAs) plan and deliver emotional literacy programmes of support to children and young people, usually lasting 6 to 12 weeks. A programme might be designed to help a child or young person to:

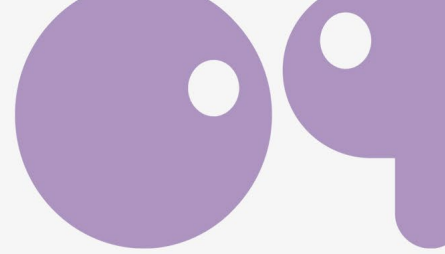
- recognise and manage their emotions
- raise their self-esteem
- improve peer relationships
- recover from significant loss or bereavement
- resolve conflict effectively.

ELSAs are trained and supervised by Educational Psychologists (EPs). In order to become an accredited ELSA, six days of training and at least four supervision sessions must be completed. ELSAs need to be practising as an ELSA and attending regular supervision sessions in order to maintain their accreditation.”

For more information click on the links below

<https://www.kelsi.org.uk/special-education-needs/educational-psychology/educational-psychology-services/core-preventative-services>

<https://www.elsanetwork.org/>









Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools

[EEF Social and Emotional Learning.pdf](#)



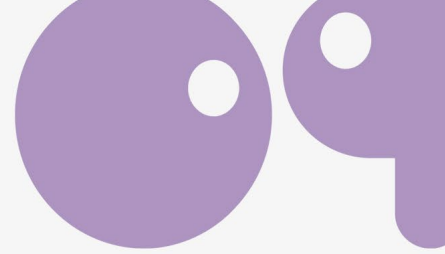
IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

Summary of recommendations

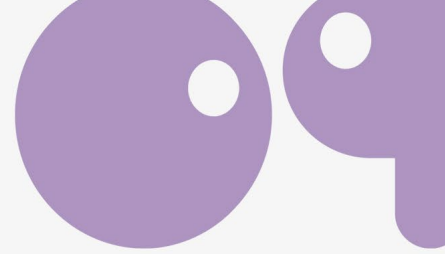
Teaching strategies		Curriculum		Whole-school	Implementation
<p>1 Teach SEL skills explicitly</p>  <ul style="list-style-type: none"> Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem-solving strategies. 	<p>2 Integrate and model SEL skills through everyday teaching</p>  <ul style="list-style-type: none"> Model the social and emotional behaviours you want children to adopt. Give specific and focused praise when children display SEL skills. Do not rely on 'crisis moments' for teaching skills. Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL. Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills. 	<p>3 Plan carefully for adopting a SEL programme</p>  <ul style="list-style-type: none"> Use a planned series of lessons to teach skills in dedicated time. Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch. Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context. Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes. Once underway, regularly review progress, and adapt with care. 	<p>4 Use a SAFE curriculum: Sequential, Active, Focused and Explicit</p>  <ul style="list-style-type: none"> Ensure your curriculum builds skills sequentially across lessons and year groups. Start early and think long term. Balance teacher-led activities with active forms of learning, such as: role-play, discussion and small group work, to practise skills. Focus your time: quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions. Be explicit: clearly identify the skills that are being taught and why they are important. 	<p>5 Reinforce SEL skills through whole-school ethos and activities</p>  <ul style="list-style-type: none"> Establish schoolwide norms, expectations and routines that support children's social and emotional development. Align your school's behaviour and anti-bullying policies with SEL. Seek ideas and support from staff and pupils in how the school environment can be improved. Actively engage with parents to reinforce skills in the home environment. 	<p>6 Plan, support, and monitor SEL implementation</p>  <ul style="list-style-type: none"> Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities. Involve teachers and school staff in planning for SEL. Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change. Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes. Monitor implementation and evaluate the impact of your approaches.

Mainstream Core Standards (page 12)

Expectations	Possible Supportive Strategies
Resources are allocated appropriately to ensure additional needs are met. Quality and	<p>A designated safe space, supervised by a key adult is available for pupils who require a place to sit during unstructured times and when they need time to reset, time to talk, deescalated their behaviour, sensory zone or if a school has one - access to the therapy dog.</p> <ul style="list-style-type: none"> Weighted blankets Wobble cushions



<p>impact of support, is scrutinised.</p>	<ul style="list-style-type: none"> • Timers • Zones of Regulation Toolkit • Fidget toys • Key therapy strategies recommended by professionals. • Art therapy • Classroom timeout card • Relaxation and mindfulness • Anger management • Young Yoga • Sensory Circuits. <p>Primary school age:</p> <ul style="list-style-type: none"> • https://www.healthforkids.co.uk/ • https://kentresiliencehub.org.uk/working-with-young-people/session-plans-activities/resources-for-specific-needs/emotional-wellbeing-support-for-primary-school-aged-children <p>Whole School Setting Approach:</p> <ul style="list-style-type: none"> • https://kentresiliencehub.org.uk/working-with-young-people/whole-setting-approach/school-resilience-toolkit/ <p>Specialist Teaching and Learning Service:</p> <ul style="list-style-type: none"> • https://www.kent.gov.uk/education-and-children/special-educational-needs/types-of-send/sensory-services/specialist-teaching-and-learning-services <p>Attachment Training</p> <p>ResearchEd: Attachment theory what do teachers need to know?</p> <p>Kent Resilience Hub has a wealth of resources to directly support CYP themselves: https://kentresiliencehub.org.uk/working-with-young-people</p>
<p>Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.</p>	<p>Equipment, apparatus and adapted resources are available for those pupils who need them. ICT is used to support alternatives to written recording and to promote independent learning.</p>



Section 5: Physical and Sensory Environment

To support pupils with SEMH it is important that pupils feel comfortable and safe in their school and classroom environment. Some pupils may find the school and classroom environment overwhelming or subjects that they find difficult may trigger higher levels of anxiety and reluctance to engage or attend the lesson.

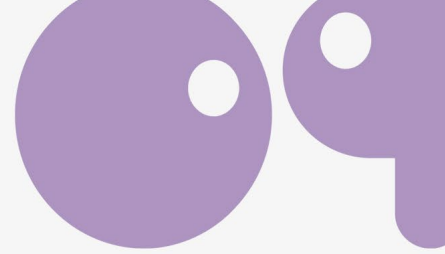
Key strategies to support a pupil in classroom are as follows.

- Create a calm, warm and welcoming environment – set clear expectations.
- Greet the pupils at the door – know your pupils well.
- Celebrate success – positivity. However, be mindful that some pupils will not wish you to communicate their accomplishments to the whole class – build their confidence by starting with 1:1 feedback.
- Use pupil voice or the profile/passport you have been given – where a pupil feels safe seating in the lesson can significantly reduce anxiety levels.
- Routines and consistency are important for pupils with SEMH.
- Consistently enforce the school’s behaviour policy– pupils need to see that the teacher is always firm but fair.
- Whenever possible warn pupils of any changes in routines for example changes to seating plans or classroom.
- Plan for transitions during the lesson, whether that be content and task or moving from a written activity to a practical activity, for example in science, food technology or music.
- Warn those pupils who have sensory needs of possible changes to noise levels or activities they may be taking part in.
- Be observant of changes in a pupil’ body language which could indicate their heightening levels of anxiety and check in with them.

The MCS sets out expectations and possible supportive strategies for schools to embed as part of their inclusive practice. Please see below:

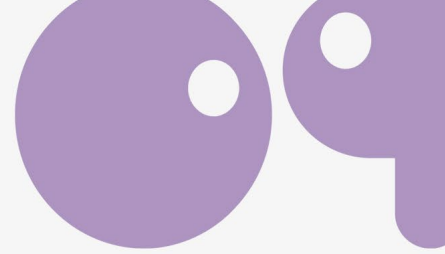
Mainstream Core Standards (page 11)

Expectations	Possible Supportive Strategies
The physical environment is adapted to meet the needs of learners.	Ensure that the accessibility policy and plan is on the school website and that ‘reasonable adjustments’ are made accordingly to meet individual needs. <ul style="list-style-type: none"> • Seek pupil voice.

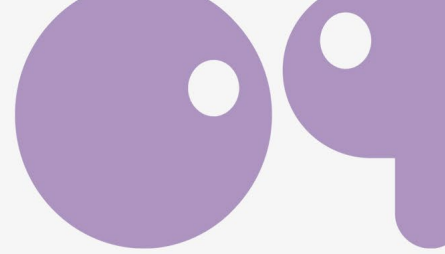


	<ul style="list-style-type: none"> • Where does the pupil prefer to sit to reduce anxiety? • Do they require any specific resources? e.g., wobble cushion, weighted blanket, chair/table height, lighting. • How can the classroom be made more accessible to them to reduce anxiety? <p>Are risk assessments and provision in place to support a pupil to access extra-curricular activities, trips and visits? Are 'reasonable adjustments' made?</p>
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Expectations	Possible Supportive Strategies
Create an inclusive and supportive environment.	<p>Greet pupils at the classroom door with warmth and encouragement. Know you pupils well – what they like and how they like to learn. How does their profile inform your planning?</p> <p>Champion and celebrate their successes.</p> <p>Identify the areas that cause anxiety for pupils and develop their confidence and self-belief – it is okay to make mistakes because this is how we learn.</p> <p>Understand pupil's needs and use a multi-sensory and adaptive approach.</p> <p>Parental engagement – are parent fully involved in discussion and meetings to support their child/children in school - socially, emotionally, and academically.</p>
Teachers and support staff are aware of sensory needs and issues that may impact on learners.	<p>Pupil's sensory and SEMH needs are known and taken account of when planning seating arrangements and movement breaks. Left- and right-handed pupils are able to use equipment comfortably.</p> <p>Provide a pupil with a strategy to indicate when they have heightened anxiety and may wish to leave the classroom or are struggling to access their learning, e.g., red, amber, green cards that a pupil can put on the desk.</p> <p>Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position. Displays are meaningful and visually accessible to reduce sensory overload.</p>



	<p>Staff are aware of lighting in the room, e.g., use of natural light, glare from the board, use of window blinds, who is facing the light, where to stand in relation to the light.</p> <p>Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards. Use of good-sized clear font on worksheets and the use of off-white paper to improve access.</p> <p>Staff are aware of pupils who may be sensitive to particular sounds, sights or smells and take steps to minimise the impact or remove these sensory stimuli. Where possible, improve listening conditions by using fabric on classroom wall and table displays to absorb sound.</p> <p>Pupils can wear ear defenders to reduce the impact of noise.</p> <p>Reasonable adjustments may be made to support a pupil's emotional and sensory wellbeing e.g., school uniform – doing up top button or wearing a blazer.</p> <p>Fix plastic buffers on chair legs to reduce the noise of scraping chairs.</p> <p>Have a clear plan to support pupils whose anxiety levels will rise should the fire alarm go off.</p> <p>Provide a safe space for pupils to go to should they have low mood or heightened anxiety – ensure the space is quiet and supervised by a trained member of staff.</p>
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Section 6: Staff Skills and Training

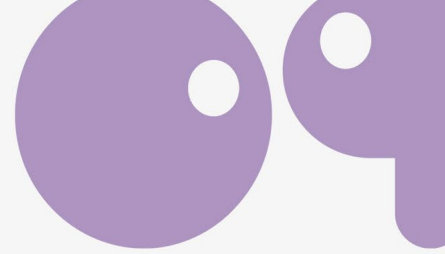
Supporting pupils with SEMH requires the support, advice, guidance and training from the SENCO. With regards to some pupils with more complex SEMH needs, the SENCO or parents will have sought (through referrals) the support of key external professionals.

It is important that staff are provided with the most up-to-date strategies and information to support the pupil.

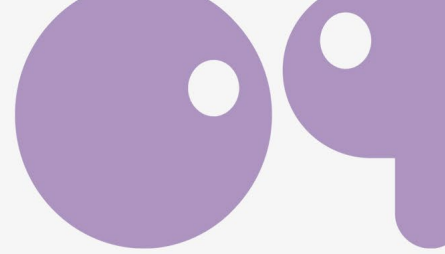
Some schools may commission their own school counsellors or train staff to become, for example, Mental Health First Aiders or Emotional Literacy Support Assistants (ELSAs)

Mainstream Core Standards (Page 13)

Expectations	Possible Supportive Strategies
<p>All members of the school staff body make a positive contribution to supporting pupils with SEMH.</p>	<p>The use of additional adults is carefully planned with a focus on development of skills, so that learners make progress towards their targets and longer-term outcomes, and independence is promoted.</p> <p>When appropriate, ensure TAs and pastoral support staff receive the same high-quality SEMH training that teaching staff receive.</p> <p>Grouping/seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into class teaching so that learners can sustain progress.</p> <p>Possible training – does the school have qualified:</p> <ul style="list-style-type: none"> • Designated Senior Lead for Mental Health (DSL^{MH}) https://www.gov.uk/guidance/senior-mental-health-lead-training • Mental Health First Aiders https://www.sja.org.uk/courses/workplace-mental-health-first-aid • Emotional Literacy Support Assistant (ELSA) https://www.elsanetwork.org/



	<ul style="list-style-type: none"> • Zone of Regulation https://zonesofregulation.com/
<p>Staff collaborate and have effective links with other relevant outside agencies and specialists.</p>	<p>Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. It is vital that the SENCO coordinates information sharing with teachers.</p> <p>Create team around the pupil meetings to discuss concerns, share good practice and strategies.</p> <p>Advice and recommendations received from other professionals is used to inform teaching and learning.</p> <p>Key professionals' advice sought and involved:</p> <ul style="list-style-type: none"> • SEN Inclusion Adviser • Educational Psychology • Specialist Teaching and Learning Service (STLS) • Health professionals – CHYMPs, HI, VI, Diabetic Nurse, Occupational Therapy • School Counsellor • Social Services and Early Help



Section 7: High-quality Teaching and Learning

“High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

“Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high-quality teaching and is compromised by anything less.” (SEND Code of Practice 2015: 25).

“Persistent disruptive withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties with and with communication or mental health issues.” (DfE 2014a:85)

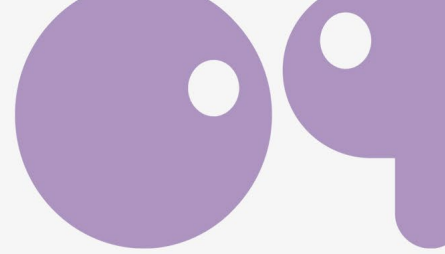
Anxiety can present in a variety of ways. A pupil could become withdrawn, refuse to engage in their learning or interact with their peers. A pupil may also display disruptive behaviour, over stimulation, increased emotions and even aggression. It is important to establish as the teacher what may be causing this behaviour.

Possible causes:

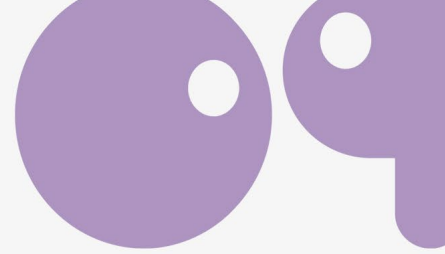
- external factors existing in the pupil’s life outside school
- prior experience of education
- self-esteem, self-belief and confidence
- Special Educational Need diagnosis
- environmental factors: classroom setting e.g., where the pupil sits
- sensory issues
- peer interaction and relationships.

Mainstream Core Standards (page 9)

Expectations	Possible Supportive Strategies
<p>All staff are aware of the additional needs of their learners and their barriers to learning and their inclusion in school. They understand the nature and impact of these and how to respond to them.</p>	<p>Aspects of structured teaching are used according to pupil needs (e.g., visual timetables, clear concise instructions with written or visual prompts, particularly during transitions).</p> <p>Awareness of activities that may cause anxiety for pupils. This requires careful, sensitive planning whilst providing opportunities for development of skills.</p>



<p>Planning incorporates more detailed specialist advice.</p>	<p>Pupils are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is varied to maintain interest and attention of all pupils.</p> <p>Provide red, amber, green cards to enable a pupil to non-verbally communicate their understanding and levels of confidence/anxiety. This can be used as a whole class strategy (see Section 9).</p>
<p>All staff are able to adapt their teaching and approach to provide suitable learning challenges and cater for different learning needs and styles.</p> <p>Use of steps-to-success, task management boards or similar to promote independence, scaffold, and support learners.</p>	<p>Early communication to ensure pupils are aware of expectations and the curriculum model.</p> <p>Modelling is used to aid understanding.</p> <p>Visual/audio demonstrations and visual cues/audio commentary are used.</p> <p>Key vocab is displayed with visuals.</p> <p>Alternatives to written recording are used routinely.</p> <p>Study skills are explicitly taught.</p> <p>Pupils have access to homework clubs, or additional support with homework.</p> <p>Homework is differentiated appropriately for pupils.</p> <p>Interactive whiteboards are used to effectively to promote engagement and to scaffold the lesson.</p>
<p>All staff ensure that learners have opportunities to work in different ways, e.g., independently, in a variety of small groups and/or in pairs. Individual and/or small group sessions.</p>	<p>Strategies are used to actively promote independent learning, e.g., through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability starting points, structured opportunities for conversation and sharing of ideas and access to additional adults.</p>



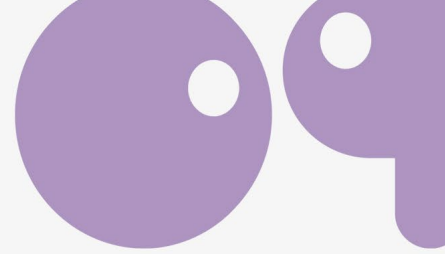
	<p>Use of additional adults is planned between the teacher and additional adult to maximise their impact on learning.</p> <p>Pupils understand the role of additional adults in the classroom and are supported to develop the skills required for independence.</p>
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Creating an Inclusive Classroom and High-quality Teaching to Support Pupils

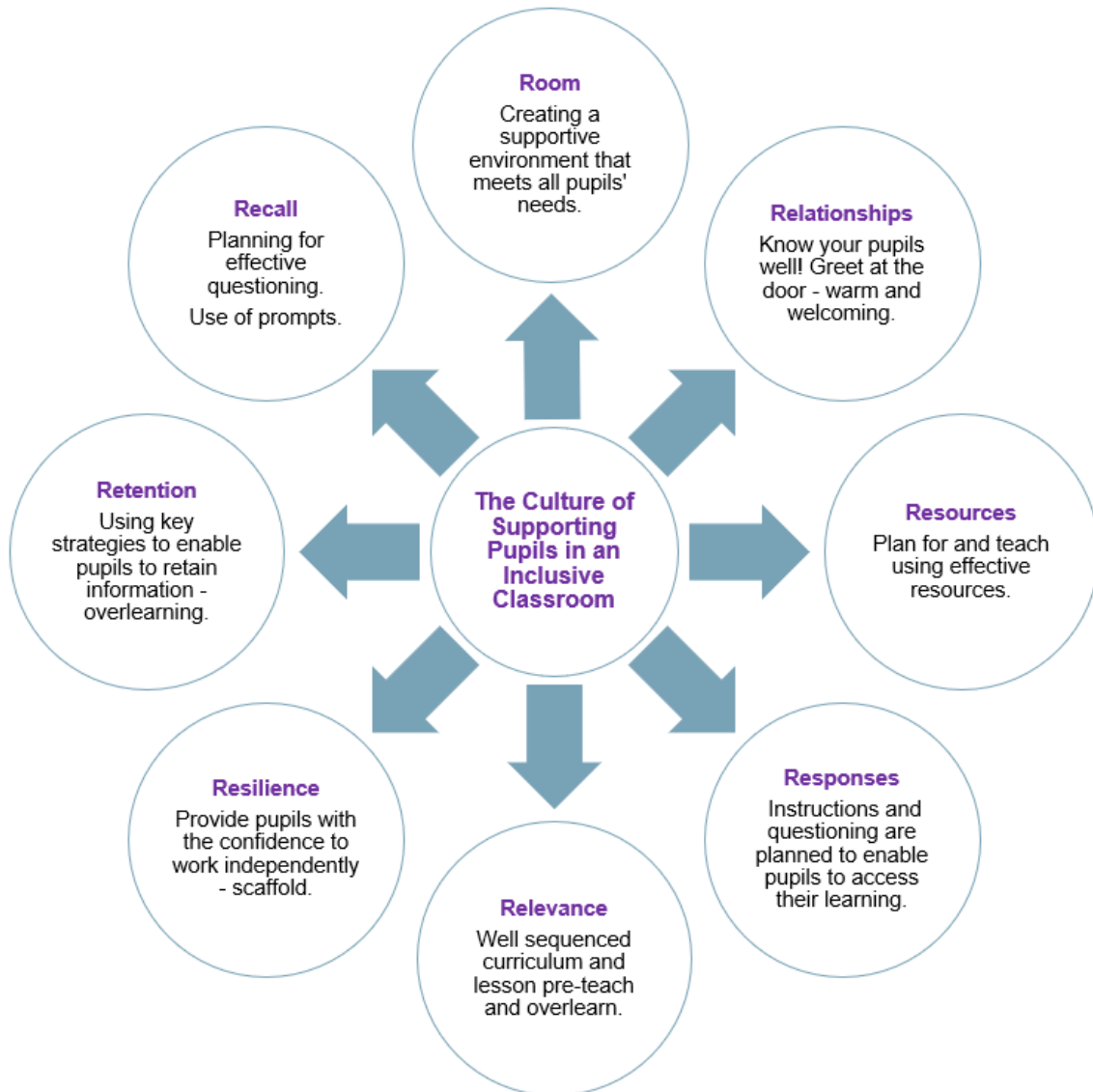
Planning the provision for pupils in the classroom is an integral part of a teacher's role. It is even more important when teaching pupils with SEMH who have heightened levels of anxiety and require continuity, consistency, advanced warning of change and provided with a plan/outline of what is going to be taught in the lesson and throughout the term – for example, enabling pupils to have access to the scheme of work or curriculum guides. Pupils will need to know your expectations and how you are going to provide them with the tools to retain and recall information. Endeavouring to removing the barriers to learning and increasing a pupil's confidence is key to supporting all pupils and especially for those with SEMH.

Embedding the advised/appropriate strategies to support a pupil in the classroom should be implemented alongside the possible approaches below. The advice and guidance communicated by the SENCO in conjunction with pupil voice or for some pupils who are working with external specialists such as CHYMPS key professional recommendations should be carefully considered and implemented as an integral part of lesson planning. Employing the graduated approach and developing this practice as part of lesson preparation will ensure the potential barriers to learning and/or possible triggers that increase a pupil's anxiety during a lesson can be reduced. Without considering reasonable adjustments or adaptations through the implementation of high-quality teaching strategies and resources a pupil may be prevented from engaging or participating in the lesson and in some circumstances a pupil may refuse or be unable to attend the lesson.

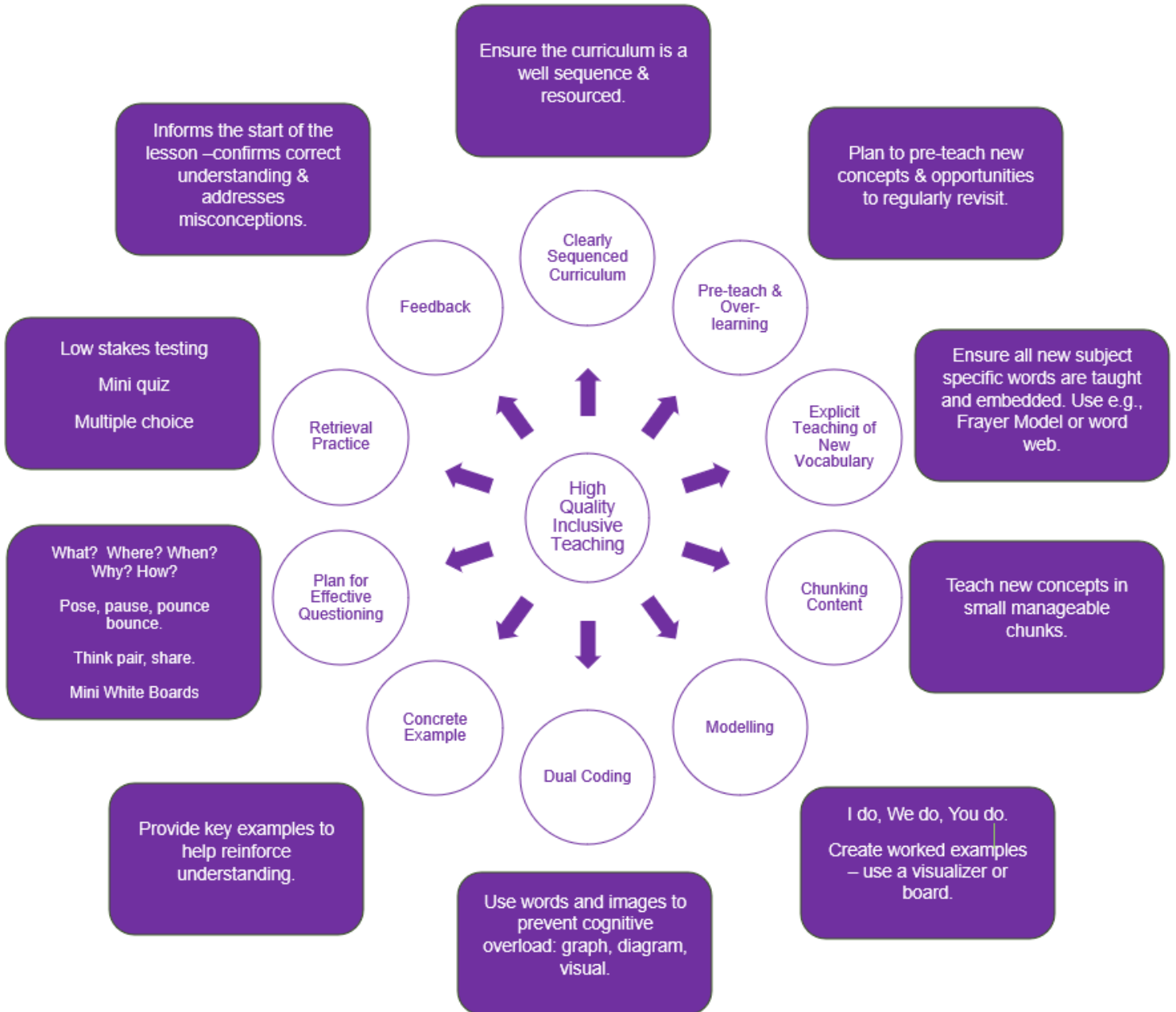
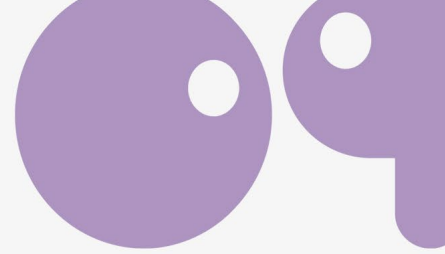




Below is an adapted diagram created by Daniel Sobel and Sara Alston (2021:23) which can inform your planning in creating a supportive environment for your pupils. It links very closely to Nicola Crossley and Des Hewitt's (2021) '10 high-quality inclusive teaching strategies' which supports the need for a variety of high-quality practice to be present during a lesson to ensure that every pupil can access their learning and make good progress.

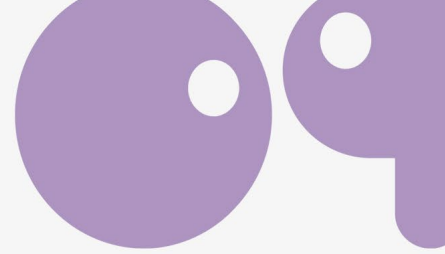


Adapted from The Inclusive Classroom A new approach to differentiation: Daniel Sobel and Sara Alston (2021:23)



High-quality Inclusive Teaching Strategies

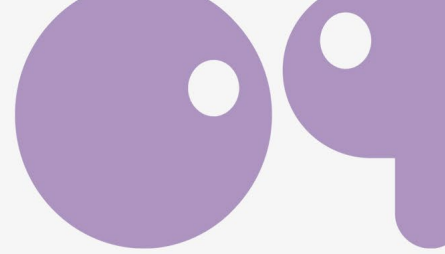
Adapted from Inclusion: A Principled Guide for School Leaders: Nicola Crossley and Des Hewitt (2021: Chapter 5)



Education Endowment Foundation: Five - A - Day

“Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.”
EEF 2020:10





For more information:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Education Endowment Foundation: [EEF Guidance-Report: Special Educational Needs in Mainstream Schools.](#)



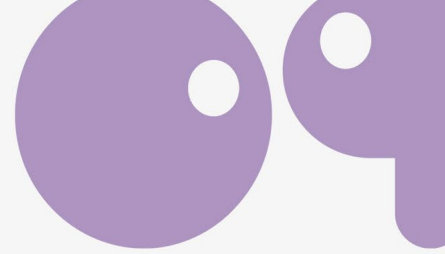
**SPECIAL EDUCATIONAL NEEDS
IN MAINSTREAM SCHOOLS**

Summary of recommendations

<p>1</p> <p>Create a positive and supportive environment for all pupils, without exception</p> 	<p>2</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p> 	<p>3</p> <p>Ensure all pupils have access to high quality teaching</p> 	<p>4</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> 	<p>5</p> <p>Work effectively with teaching assistants</p> 
<ul style="list-style-type: none"> An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	<ul style="list-style-type: none"> Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. 	<ul style="list-style-type: none"> To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding. 	<ul style="list-style-type: none"> Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation. 	<ul style="list-style-type: none"> Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.

Report published 20th March 2020

eef.li/send

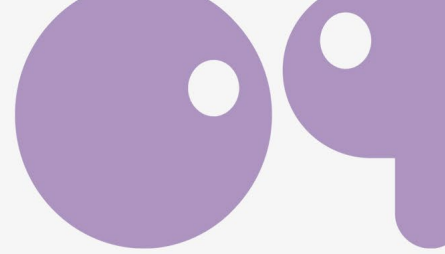


Section 8: Pastoral Support (MCS Page 7)

Alongside academic support it is paramount that high-quality pastoral support and provision is put in place to enable pupils with SEMH can successfully access both their classroom and school environments.

It is important to ensure that the SENCO provides up-to-date information and strategies to support pupils with SEMH and where necessary risk assessments are communicated to all staff. **At all times, all staff must follow the school safeguarding policy and procedures.**

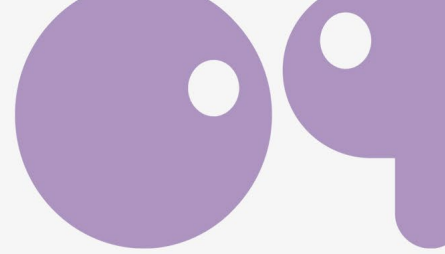
Expectations	Possible Supportive Strategies
<p>The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.</p>	<p>There is a calm and purposeful climate for learning where pupils feel they belong and that their contributions are valued.</p> <p>Pupils can identify an agreed safe space.</p> <p>Language used in the classroom demonstrates unconditional positive regard for learners, e.g., restorative approaches.</p> <p>Awareness that pupils with SEND can be vulnerable to bullying and an enhanced level of support and monitoring is in place.</p> <p>PSHE is used to develop wellbeing and resilience.</p> <p>Peer-awareness and sensitivity towards difference (including SEND) are raised at a whole school level.</p> <p>Work is done with classes, groups and individuals regarding specific needs or conditions as appropriate.</p> <p>Learners with SEND are given opportunities to work with their peers to develop their understanding of difference as appropriate.</p>
<p>Pupils feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p>	<p>Pupils are provided with a named adult/s or key worker as a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Pupil voice is encouraged and acted on.</p>



<p>The school actively promotes the development of personal resilience and emotional wellbeing of the whole school community.</p>	<p>The school has achieved or is working towards the Kent School Award in Resilience and Emotional Wellbeing or similar accreditation.</p> <p>Kent Resilience Hub -School Toolkit: The Kent School Award for Resilience and Emotional Wellbeing.pdf</p>
---	---

Key Questions to Support a Pupil with SEMH

- Do they have a designated identified space to go to that is supervised by a member of staff?
- Do pupils have a trusted adult who will check in with them every day and when needed?
- How do you record and monitor the number of visits to the designated identified space or discussions with their key trusted adult?
- How does the SENCO and pastoral teams liaise and communicate to support a pupil with SEMH?
- Do both Pastoral leads and the SENCO attend key parent/carer meetings?

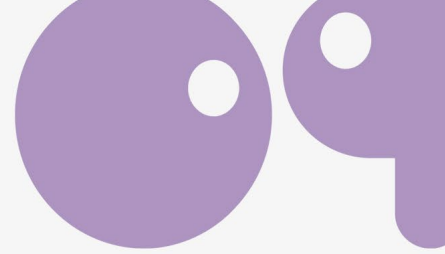


Section 9: High-quality Inclusive Teaching Resources

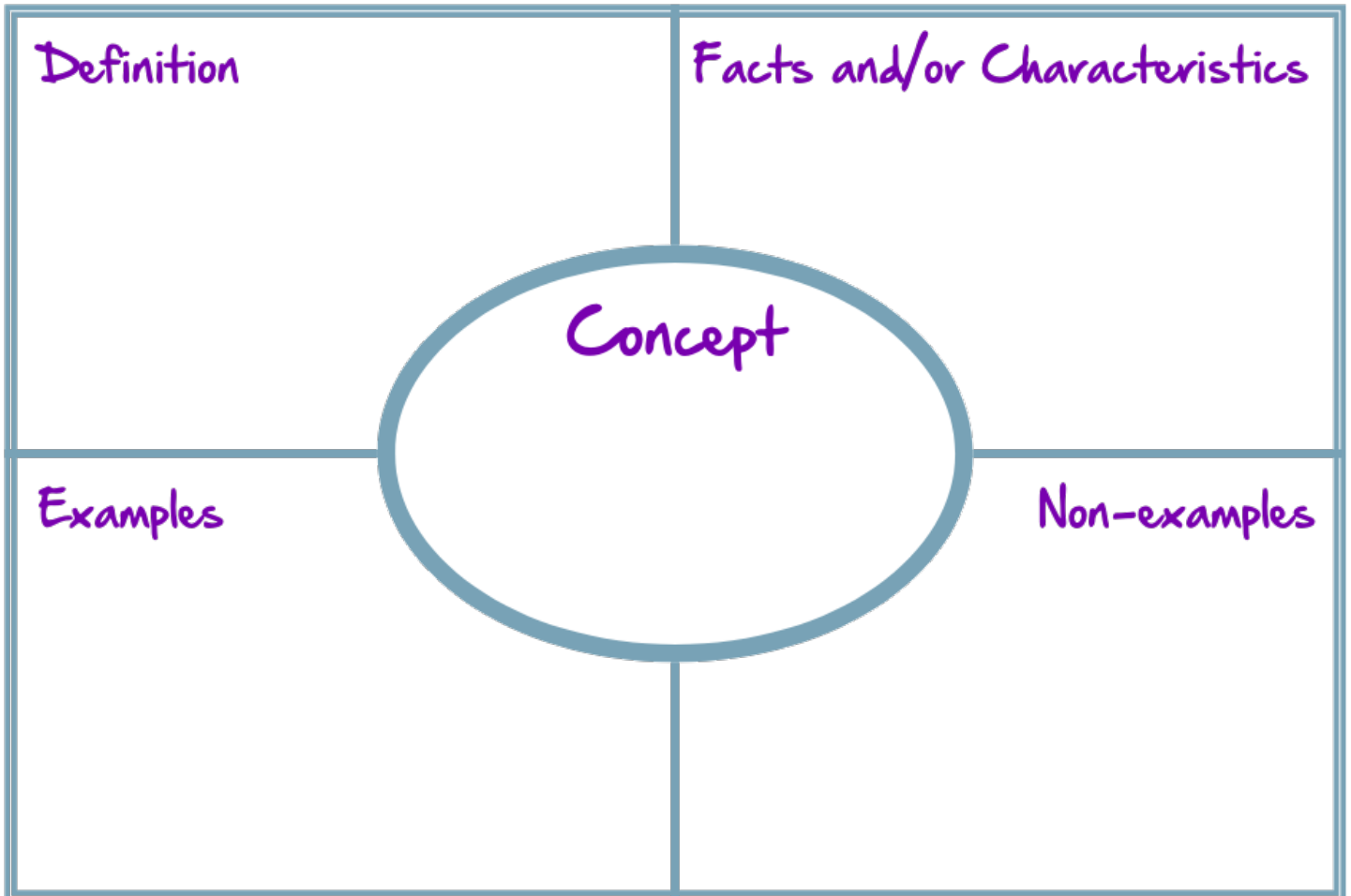
Task Management Board: [Task management boards \(doverstls.co.uk\)](http://doverstls.co.uk)

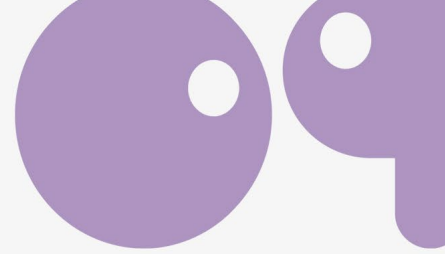
My Task Management Board

LO:	What equipment do I need?
1	
2	
3	
4	
5	
I will be finished when...	
Challenge:	

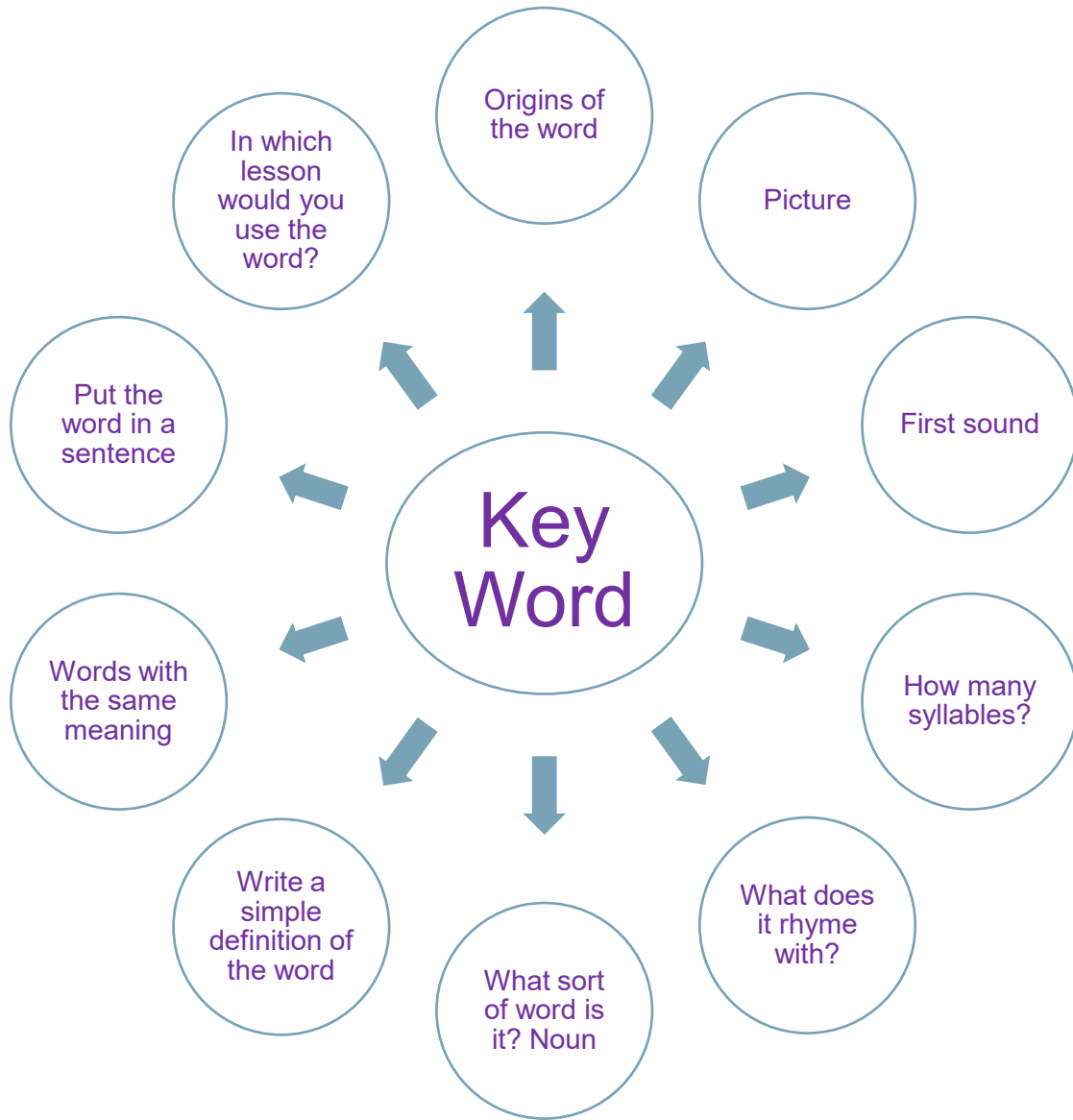


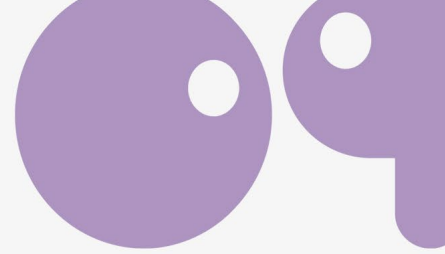
Fruyer Model: Alex Quigley: [Vocabulary Knowledge and the 'Fruyer Model'](https://www.theconfidentteacher.com)
([theconfidentteacher.com](https://www.theconfidentteacher.com))





Example of a Word Web





Example of Traffic Light / Red, Amber, Green Cards

GREEN

I feel confident.

I understand that I need
to do.

AMBER

I feel quite confident.

I am unsure.

I think I understand what
I need to do but please
can you check in with
me.

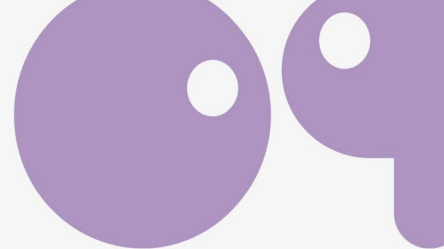
RED

I do not feel confident.

I do not understand what
I need to do.

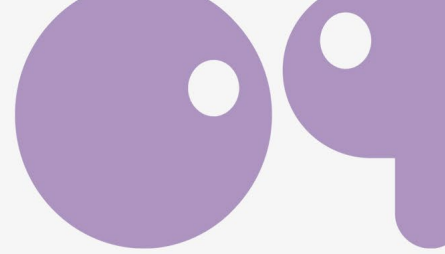
Please can you explain
to me again.





Section 10: Case Studies

Coming soon.



Section 11: Further/key reading and websites

Education Endowment Foundation (2021), 'Special Educational Needs in Mainstream Schools'

[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#)

Education Endowment Foundation (2021), 'Making Best Use of Teaching Assistants': <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

KCC – 'A Countywide Approach to Inclusive Education' – CATIE (2024)
[A Countywide Approach to Inclusive Education.pdf](#)

KCC - KELSI: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

KCC Mainstream Core Standards : [KCC Send Mainstream Core Standards](#)

Kent Resilience Hub: <https://kentresiliencehub.org.uk/>

Nasen Inclusion: Crossley, N., Hewitt, D. (2021), 'A Principled Guide for School Leaders' David Fulton Publication.

Nasen Teacher Handbook: SEND, Embedding inclusive practice: [Nasen Teacher Handbook SEND - January 2024.pdf](#)

Brooks.R, (2019), 'The Trauma and Attachment Aware Classroom'. Jessica Kinglsey Publishers.

Robins.J, Dempster.K (2021), 'The four Pillars of Parental Engagement'. Independent thinking press.

Sobel, D and Alston, S (2021), 'The Inclusive Classroom: an approach to differentiation'. Bloomsbury.

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Appendix E

SEND Communications Report

Examples of reach and engagement on social media

According to [Hootsuite](#) the average engagement rate for a government page on Facebook is 3.2% and for LinkedIn is 2%. These are the channels which SEND posts perform best on and which generate the most reach and engagement.


Parent and Carer Survey

The image shows a Facebook post from Kent County Council. The post text reads: "Parents and carers, we want to hear about your experiences with the #SEND system to understand the impact of the improvements we have been making and where we need to improve further. The survey closes on the 10th January at 4pm. The survey results and next steps will be shared on the SEND Information Hub. Have your say <https://loom.ly/PNGqe9M>". Below the text is a photograph of a group of children in a classroom with their hands raised, and a graphic that says "PARENT AND CARER SURVEY". Logos for Kent Local Offer, NHS Kent and Medway, and Kent County Council are at the bottom.

Channel	Date	Reach	Reactions	Comments	Shares	Clicks	Engagement Rate
Facebook	13/12	6,999	52	1	59	654	10.9%

(KCC)


School Transport

 **Kent County Council**
May 14 at 11:00 AM



If you have a child with special educational needs or disabilities who is changing school in September, or has had a new Education, Health and Care Plan issued since March, then you'll need to apply for school transport.

You'll have already received letters from us detailing how to apply – the quickest way is to do this online: www.kent.gov.uk/freeschooltransport.

#SEND #LocalOfferKent



**For your child's SEND school transport
Apply now if your child is starting a new school in
September or has a new education, health and care
plan (EHCP).**

Channel	Date	Reach	Reactions	Comments	Shares	Clicks	Engagement Rate
Facebook (KCC)	14/05	7,546	15	9	31	391	5.9%

Halloween Advice

 **Kent Family Hub**
October 18 at 2:19 PM

Let's make sure all children can enjoy trick-or-treating this Halloween! A little extra patience and understanding will help children with special educational needs and disabilities join in the fun this spooky season. 🧡 🍁

#SEND #LocalOfferKent
#Halloween #TrickOrTreat

**Be patient with me
this Halloween**

If I am not saying trick or treat or thank you, I may be non-verbal 

If I am taking a while to choose my treats, I may have poor motor planning skills 

If I am grabbing more than one sweet, I may have poor fine motor skills 


If I am not wearing a costume or I'm overwhelmed by the experience, I may have sensory issues or autism 

If I am unable to come straight to your door, I may have accessibility needs 

 www.kent.gov.uk/send

Channel	Date	Reach	Reactions	Comments	Shares	Clicks	Engagement Rate
Facebook (Family Hub)	18/10	6,501	90	0	34	431	8.5%

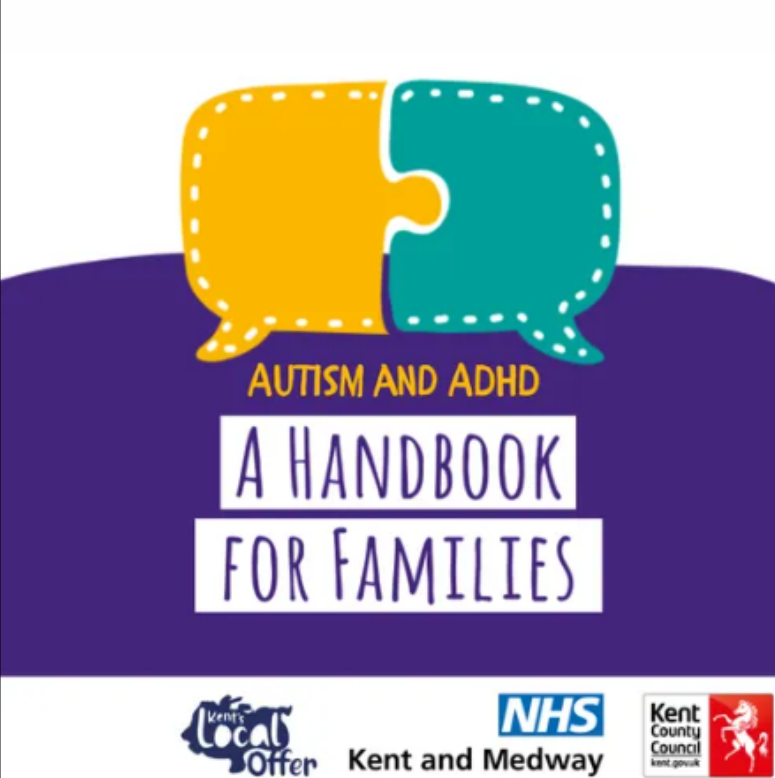
ADHD and Autism Handbook


Kent Family Hub
 October 15 at 10:58 AM

Does your child have autism or ADHD? The SEND Information Hub has released an autism and ADHD Handbook for families of children with SEND. It's packed with practical advice and support strategies. 🌟


Read the handbook: <https://loom.ly/8a2RxOM>

[#ADHDAwarenessWeek](#)
[#ADHD](#) [#SEND](#) [#LocalOfferKent](#)



Channel	Date	Reach	Reactions	Comments	Shares	Clicks	Engagement Rate
Facebook (Family Hub)	15/10	4,267	37	1	23	303	8.5%

Partnerships for Inclusion of Neurodiversity in Schools (PINS) project announcement



Kent County Council

1d


...

A total of 40 schools across Kent and Medway are taking part in an innovative project to improve experiences for neurodivergent pupils in school.

Partnerships for Inclusion of Neurodiversity in Schools (PINS) will bring together education and health specialists and the local parent carer forums to further develop inclusive school cultures and environments.





Read the full story here: <https://loom.ly/Lp0u3XE>

#SEND #SENDEducation #Neurodiversity #Inclusion



Pilot project aims to create more inclusive school experiences for neurodivergent children

news.kent.gov.uk

 Like
 Comment
 Repost
 Send

Channel	Date	Reach	Reactions	Comments	Shares	Clicks	Engagement Rate
LinkedIn	07/10	4,331	84	7	13	302	6.58%

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By: Anna Taylor, Scrutiny Research Officer
To: Scrutiny Committee, 29 January 2025
Subject: **Call-in of Decision 24/00097 – Special School Review – Phase 1**

Summary: This decision, taken on 3 January 2025, has been called-in to the Scrutiny Committee by Mrs Trudy Dean and Sir Paul Carter.

Background

1. The SEND Transformation Programme was discussed at the Children's, Young People and Education (CYPE) Cabinet Committee on 16 May 2024, including reference to activity that would result in a number of future decisions required to progress the proposed changes to the operations and arrangements for Special Education in Kent.
2. Decision 24/00097 - Special School Review Phase 1 was presented as a proposal to the CYPE Cabinet Committee on 21 November 2024, where it was endorsed. The decision was taken by the Cabinet Member on 3 January 2025.
3. Following the decision being taken, the call-in request was submitted by Mrs Trudy Dean and Sir Paul Carter, thus meeting the requirement for any call-in to be requested by two Members from different political groups.
4. The reasons of the call-in were duly assessed by Democratic Services, including a review of the reasons given by those Members calling in the decision and an investigation into whether any issues raised in the call-in were adequately addressed by the decision paperwork, committee reports, responses to written questions or committee debate. The results of this review were considered by the Democratic Services Manager and the call-in was determined to be valid under the call-in arrangements set out in the Constitution. Call-in reasons must be clear, correct and align to one or more of the following criteria under s17.67 of the Constitution:

Members can call-in a decision for one or more of the following reasons:
 - (a) The decision is not in line with the Council's Policy Framework,
 - (b) The decision is not in accordance with the Council's Budget,
 - (c) The decision was not taken in accordance with the principles of decision making set out in 8.5, and/or
 - (d) The decision was not taken in accordance with the arrangements set out in Section 12.
5. The full call-in request is set out in the attached document (a), submitted by Mrs Dean and Sir Paul Carter. This has been reviewed by Democratic Services and determined to represent a valid call-in. The key call-in points are as follows:

The core call-in request elements determined as valid are that the decision documentation does not outline relevant consideration by the decision-maker of the recommendations from the SEND Scrutiny Review report which was submitted to the Cabinet Member in December 2024. This relates to the requirement to provide sufficient information and evidence due consultation as part of formal decision-making, as per the Principles of Decision Making arrangements set out in 8.5 of the Constitution. In addition, the call-in highlights the limited scope of the consideration of alternative options.

The call-in also references comments made during both CYPE Cabinet Committee in November and Scrutiny Committee in December indicating that the Review output would be considered as part of the relevant decision-making. As it was also determined by the Scrutiny Committee that the Executive response to its SEND Review report should be provided at its 29 January 2025 meeting, these two elements give rise to a reasonable expectation that the relevant decisions would either explicitly explain how the Review had been considered and addressed within the decision-making and / or the decisions would not be taken until after Scrutiny had received the formal response.

Process

6. As set out in the call-in procedure, Democratic Services must consider all call-in requests against the criteria detailed in the constitution, which are themselves based on the legal requirements under the Local Government Act 2000 to have an appropriate mechanism to allow Executive decisions to be scrutinised. In determining the validity of any call-in, no judgement is made by Democratic Services as to whether the decision itself is flawed, inappropriate or invalid. Similarly, where some individual reasons submitted for an overall valid call-in are not assessed as valid, this does not mean they merit no consideration as part of any subsequent call-in meeting. Paragraph 5 of this report do not indicate endorsement or agreement with the challenges made in the call-in – this report only confirms that the points set out in the call-in are not all completely addressed through the available documentation and previous debate. It should be highlighted that the decision documentation is detailed, thorough and extensive on a range of the key considerations relating to the decisions. However, the call-in identified elements that merit further consideration or clarification. In accordance with the call-in arrangements, it is therefore for Members, via the Scrutiny Committee, to determine whether any reconsideration of the decision is necessary and appropriate.
7. The Cabinet Member and relevant Officers will be attending the Scrutiny Committee meeting to present their response to the call-in and to respond to questions.
8. The Scrutiny Committee should consider the reasons set out by the Members calling-in the decision, the documentation already available and the response from the Executive given at the meeting, giving due regard to the information made available during questioning and discussion on this item.

9. The decision papers remain available online but are republished in the agenda pack as appendices for ease of reference.
-

Recommendation – Options for the Scrutiny Committee

The Scrutiny Committee may:

- a) make no comments
 - b) express comments but not require reconsideration of the decision
 - c) require implementation of the decision to be postponed pending reconsideration of the matter by the decision-maker in light of the Committee's comments; or
 - d) require implementation of the decision to be postponed pending review or scrutiny of the matter by the full Council.
-

Attached documents

- a) Scrutiny call-in reasons submitted by Mrs Dean and Sir Paul Carter
- b) [24-00097 - Decision Report](#)
- c) [24-00097 - Record of Decision](#)
- d) [Appendix 1 Supporting Analytics](#)
- e) [Appendix 2 Consultation Analysis Report](#)
- f) [Appendix 3 Consultation Formal Response](#)
- g) [Appendix 4 EQIA](#)

Background documents

- a) [Agenda for Children's, Young People and Education Cabinet Committee on Thursday, 16th May, 2024, 2.00 pm](#)
- b) [Agenda for Children's, Young People and Education Cabinet Committee on Thursday, 21st November, 2024, 2.00 pm](#)

Contact Details

Anna Taylor, Scrutiny Research Officer
anna.taylor@kent.gov.uk 03000 416478

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Call-in of Decision 24-00097

Submitted by Mrs Trudy Dean and Sir Paul Carter

The reason for the call in is that the Cabinet Member has not provided sufficient information and explanation to demonstrate how he has and will take the recommendations of the SEND Scrutiny Committee into account, and is seeking to make his decision in advance of responding to the Scrutiny Committee on Jan 29, and CYPE of Jan 16th, as required by the constitution.

RECORD OF DECISION

The Constitution states that

The constitution further states that *12.40 The Record of Decision shall contain as a minimum*

e) Any expected legal, financial, equality , property and Human Resource implications.

f) Any Comments received when the matter was considered at a Committee meeting.

Explanation of the options considered and giving reasons for decision.

This should have covered the SEND Committee recommendations, the comments of the CYPE Committee on 21 November and the Scrutiny Committee at its meeting on December 4th upon receipt of those recommendations. They do not appear to be included within the published notice.

CYPE CABINET COMMITTEE

12.35 All decisions appearing on the FED that are to be taken by an Executive Member of the Cabinet should be considered by the relevant Cabinet Committee prior to the decision being taken unless the Cabinet Committee has previously agreed that the decision does not need to be covered.

At the CYPE meeting 21st November in response to questions from a number of members the Cabinet member committed to not making the decisions without first taking into consideration the recommendations of the SEND Committee.

The Agenda for CYPE 16th January includes 3 items on SEND, (11, 12 and 13) aspects of the SEND Transformation Project. All are marked ' to follow" and to date those papers have not been received. The agenda titles do not specifically refer to Special Schools Review.

SCRUTINY COMMITTEE

The Scrutiny Committee on 4th December received the recommendations of the SEND Scrutiny Committee on SEND Transformation.

The papers for the Scrutiny Committee state that " In accordance with the KCC Constitution, the Executive must report back to explain how it will respond to the recommendations"

The resolution of the Scrutiny Committee was

" The Scrutiny Committee require that a response from the Executive to the recommendations contained within the report (of the SEND Committee) be provided for discussion at the Scrutiny Committee on 29th January. "

To date, no information has been received from the Cabinet Member to explain in what way he has responded to these recommendations.

In particular members requested evidence of the following:

- Business case reflecting the costs and implantation timetable
- A review into the causes of high EHCP numbers in Kent
- Clear and transparent designation for placements
- genuine Co-production in relation to plans and proposals
- Greater partnership with NHS
- Review long term funding plans to provide assurance on building capacity and required resourcing to meet demand over a 5 to 10 year period
- A strategic review of the use of independent special schools and plans to reduce reliance on them by 40% to a published timetable
- A substantive Business case on the suitability, effectiveness and funding of SRPs within the Kent.

From: John Betts Interim Corporate Director - Finance
To: Scrutiny Committee, 29 January 2025
Subject: Safety Valve Programme
Classification: Unrestricted

Summary:

The report outlines the reasons for the Safety Valve Programme, so that the committee can better understand the requirements of the Agreement and the progress being made within the programme. It also provides some commentary on potential implications, should the Authority not meet its targets.

Recommendations:

The Scrutiny committee is asked to comment on and note the report.

National Context

1. The National Audit Office has also recently identified the considerable financial pressures facing Local Authorities in the SEND system¹, identifying that the government needs to think urgently about how its current investment can be better spent, including through more inclusive education, identifying and addressing needs earlier, and developing a whole-system approach to help achieve its objectives. Through the Delivering Better Value scheme, Department for Education² have identified that strengthening accountability for more mainstream schools to be inclusive, ensuring that special schools cater for those with the most complex needs and reducing reliance on independent or non-maintained special schools (where 80% of young people were found to be not receiving the most effective support) would lead to a better, more sustainable system.
2. Ahead of any national initiatives, Kent CC needs to work within the resources available to it, or else go bankrupt or rely on a council tax increase in excess of 25% to fully fund the predicted overspend on High Needs Block services. The Safety Valve programme provides a way of mitigating the impact of the overspend.

¹ <https://www.nao.org.uk/reports/support-for-children-and-young-people-with-special-educational-needs/>

² <https://www.dbvinsend.com/insights>

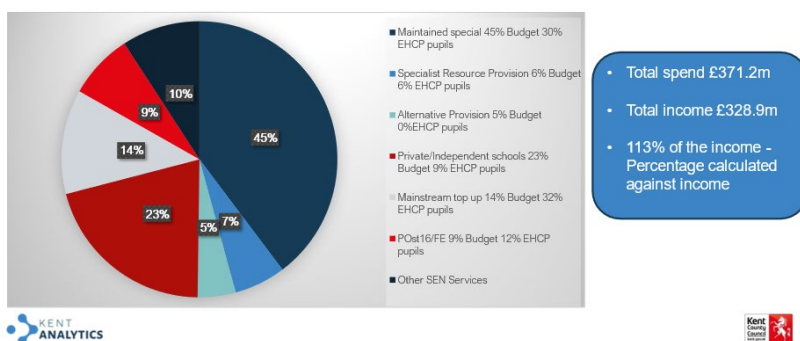
Drivers of Spend

- The demand for specialist SEND provision has risen significantly, placing substantial pressure on the system, nationally and locally. In Kent, the number of pupils in independent and non-maintained special school placements has grown from 240 in 2006 to over 1,600, with associated costs now reaching £80 million.
- Kent now has the highest proportion of pupils aged 2-18 in special schools among all shire counties. Both the number of placements and the associated expenditure have increased significantly over the last five years, with spending on these provisions nearly doubling since 2018/19.

Current Spending Patterns

- The vast majority of High Needs funding in Kent goes to maintained special schools and into mainstream top-ups. One way to shift the resources considerably would be if more pupils who are currently being placed in private / independent schools could in future be taken by our maintained special schools. To create the necessary capacity, more inclusion in mainstream schools is needed for pupils who do not have the most complex needs. However, as the situation below shows, currently spend considerably outweighs the income available from the High Needs Block element of the Dedicated Schools Grant. In this case (2023/24 budget), actual spend was 13% greater than the grant – a forecast in-year overspend of £42m. There is no other area of the Council where spend is greater than the grant received for those services in these proportionate terms. It is not a sustainable position, either financially or in terms of service provision.

Item 2: High Needs Funding Budget Spend 2023-24



- The primary reason for spend being in excess of the grant received is that the levels of spending in Kent are above the England, statistical neighbour, and South east averages, both in terms of place and top up funding³ The table below demonstrates this:

³ Department of Education SENFD benchmarking tool
<https://www.gov.uk/government/publications/high-needs-benchmarking-tool>

High needs budget amounts per head of 2 to 18 population (2022/23 budgets)

	Kent	England	10 closest statistical neighbours	South East
Total place funding for special schools and AP/PRUs	£174	£149	£151	£142
Top up funding (maintained schools, academies, free schools and colleges)	£423	£357	£296	£329
Top up funding (non-maintained and independent schools and colleges)	£242	£160	£137	£222
SEN support and inclusion services	£66	£64	£73	£63
Alternative provision services	£33	£18	£13	£16
Hospital education services	£1	£5	£3	£3
Therapies and other health related services	£12	£5	£3	£11

7. This has led to a situation whereby spend has been in excess of the grant available from central Government to pay for SEND services. The unmitigated financial position, which would have reflected the position if no action had been taken and trends had continued, was a forecast overall deficit of c£600m. Even after taking into account all possible mitigating actions, the forecast deficit on the High Needs block was as follows (at the time of agreeing to enter into the Safety Valve programme):

Table 2: Mitigated Cumulative Forecast Deficit (at the time of the Safety Valve Agreement

	22-23	23-24	24-25	25-26	26-27	27-28
	£149.7m	£189.1m	£216.5m	£233.2m	£234.1m	£222.6m

9. Hence the need to seek additional funding from Department for Education and an ongoing requirement to improve financial control of the High Needs Block Budget.

Statutory Override

10. There is currently in place a “Statutory Override”, which keeps the High Needs Block cumulative deficit off the balance sheet of the Local Authority. This override is currently due to end in March 2026. Like most Local Authorities, if the override comes off in March 2026 (and the cumulative deficit crystallises on the balance sheet) it is most likely that the County Council would have to consider a Section 114 notice⁴, as it is unlikely that it could completely fund the deficit from its existing reserves. Local government is generally lobbying for a further extension to the statutory override to avoid this situation. However, a particular accounting treatment to keep the deficit off the balance sheet is not, of itself, a sustainable solution. As noted above, that requires systemic change.

⁴ A “Section 114 notice” is a report indicating that the authority is about to incur expenditure that is unlawful according to the Local Government Finance Act 1988, primarily because it is expected that expenditure will exceed their income for a particular financial year.

11. It is disappointing that in the recent provisional local government financial settlement there was little indication of how this would be resolved. The settlement did reference the Government's intentions to set out plans next year for reforms to the SEND system, which will include how the Government will support Authorities to deal with historic and accruing deficits, which in turn will inform any future decision on the override. However, there was no detail and that presents a considerable obstacle to providing any medium-term assurance on both the Council's ongoing financial viability and the future delivery of SEND services.

Safety Valve

12. The DfE invited the Council to be part of the Safety Valve programme, which involves substantial funding from DfE, in return for improvements in local systems providing support for children and young people with special educational needs and disabilities (SEND), and which also ensure that spend comes into balance with the grant.
13. On 7 March 2023 Cabinet took a Key Decision that enabled the Council to enter into the "Safety Valve" agreement with the Department for Education (DfE), with Kent County Council (KCC) receiving additional funding over a 5-year period to substantially fund the accumulated deficit on the Dedicated Schools Grant (DSG) High Needs Block (HNB). The agreement required the Council to commit to areas of review and improvement to bring in-year spend in line with the in-year funding available by 2027/2028. A financial contribution from the Council was also expected to cover the residual deficit. The amount offered to Kent (£140m) was the largest in the country.
14. On the basis that Safety Valve is voluntary it was noted that the Council could have rejected the opportunity to receive Safety Valve funding, but this would have placed the Council with a significant short and medium-term financial risk. It would also have required substantial service reviews to reduce or close services to eliminate the deficit, without additional government assistance. This would have had a negative impact on all areas of SEND services.
15. The executive decision recorded by Cabinet was aligned with the strategic priority "Securing Kent's Future" as it would primarily support *Priority 4: New Models of Care and Support*, around the commitment to making rapid and sustained improvements in the support provided to children with Special Educational Needs and Disabilities (SEND) and their families.
16. KCC's entry into Safety Valve brings an additional £140 million into the Kent SEND system. Without the Safety Valve agreement, there would need to be £220m of savings made from the SEND system. This is because Kent is currently spending more on the SEND system than the resources received for SEND services via the Dedicated Schools Grant. The Authority has a responsibility to function within the

resources available. To go outside of these boundaries requires the approval of the Secretary of State, hence the Safety Valve agreement⁵.

17. Critics of Kent's Safety Valve agreement would need to identify which areas would be cut to meet this cumulative overspend of £220 million. If Kent CC was not in the Safety Valve programme then there would need to be either £220m of cost reductions made to SEND provision or (with the agreement of the Secretary of State) a council tax increase in excess of 25% to fund the deficit.
18. Access to the Safety Valve funding is dependent on the development of a more financially sustainable system over five years. It does this by focusing on the following areas:
 - Implement a countywide approach to 'Inclusion Education', to further build capacity in mainstream schools to support children and young people with SEN, thus increasing the proportion of children successfully supported in mainstream education and reducing dependence on specialist provision;
 - Introduce a robust SEN offer for early years, through a review, which explores alternatives to special school admission before KS2, SEN redesign and implementation of County Approaches to Inclusive Education (CAIE) to support a consistent mainstream offer, including leadership development programmes, peer review and core training offer;
 - Review the system of EHCP assessments and annual reviews to ensure robustness, transparency, and consistency, through use of consistent criteria and practice framework;
 - Implement models of reintegration of children from special/independent schools to mainstream;
 - Develop a robust post 16 offer across the county with clear pathways to independence for children with SEN, through increased post 16 opportunities for preparing for adulthood;
 - Develop the Transition Charter to increase parental confidence in Kent's provision. This involves working with schools to enable them to articulate the provision pathways for parents clearly and provide support to both children and parents at key transition points;
 - Ensure there is sufficient and consistent capacity across the county to support children with severe and complex needs in their local area where possible. This includes recruitment of temporary posts to support sufficiency planning, reviewing the use of SRPs and reviewing the specialist continuum to ensure only the most severe and complex needs are supported in special schools;

⁵ ESFA Schools operational guide: 2024 to 2025 Section 32
<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2024-to-2025/schools-operational-guide-2024-to-2025#DSG-deficits-and-high-needs-exceptional-funding>

- Increase school accountability through development of a school/area-led approach to commissioning of SEN support services (Locality Based Resources), to better respond to the needs of children and young people with SEND;
- Continue working closely with NHS Kent and Medway to ensure a common understanding of SEND needs, including the drivers behind increases in need, ensuring clarity of clinical assessment and the subsequent funding associated.

Progress to Date

19. The original plan, including proposed contributions from the DfE and the LA contributions are all laid out in the table below. As can be seen, there continues to be an in-year deficit right until 2027/28. That is, in-year spend by schools and in the independent sector continues to outstrip resources made available by central Government, until then. The cumulative deficit is minimised by both the DfE contributions (which consist of £140m to part pay off the cumulative deficit and £2m for the costs of administering the programme) and LA contributions. Without these, the Local Authority would be £220m in debt by 2027/28, which would inevitably have led to a Section 114 notice being issued.

Table 3: Original Safety Valve Plan, With Impact of 2022/23 Outturn, Including DfE and Local Authority contributions

	Outturn 22-23	2023/24	2024/25	2025/26	2026/27	2027/28	
	£m	£m	£m	£m	£m	£m	Totals
Cumulative DSG deficit	-97.6	-61.4	-72.7	-77.2	-71	-49.5	
In year DSG deficit (before DfE / LA contribution)	-37.5	-39.9	-33.8	-22.6	-3.8	10.9	
DfE contribution	56.8	14.2	14.2	14.2	14.2	28.3	141.9
LA contribution	17.0	14.4	15.1	14.6	11.1	10.1	82.3
Cumulative DSG deficit - carry forward	-61.3	-72.7	-77.2	-71.0	-49.5	-0.2	

20. Financial progress on the Safety Valve is reported as part of the usual quarterly financial monitoring to Cabinet. The Council was ahead of its cumulative target for both 2022/23 and 2023/24. However, the latest forecast has indicated that the in-year overspend for 2024/25 will result in the SEND system being c£10m short of the planned cumulative deficit position as of March 2025. The Authority expects to be able to recover this as a result of additional actions being taken (see the following section).
21. The implementation of new funding models for schools has been more challenging than assumed in the original safety valve assumptions, which has led to delays against the original timescales. In addition, schools have consistently told us there is a high level of demand and increasing levels of support required for SEN in mainstream schools leading to Mainstream schools identifying significant numbers of children whose costs of support are greater than £6k of additional support.

22. The forecast number of children in independent schools is approximately the same as forecast under the original safety valve plan. However, the higher average cost for independent school placements has added further pressure. Due to continual high inflation and increased costs via the national living wage, we have had to provide 1% higher increases to our state-funded settings (schools & post 16) than originally expected in the plan has added further pressure.
23. The plan also assumed 2 of the 3 new special schools applied for would begin a phased opening (on the basis of an accelerated programme). However, it is now unlikely these schools will be opened until September 2027 (at the earliest), This is something outside the jurisdiction of this authority. The building programmes are led by DfE. This results in a residual accumulated deficit of £23m by March 2028 (after safety valve contributions), because there is less scope to place pupils in local special schools, rather than more expensive independent placements.

Actions to Improve Financial Performance

24. For this financial year DfE has continued to make all its payments towards the cumulative deficit. The Council has received over £85m to date to partly write off the deficit. If it had not received this, then vital SEND services would have had to be cut by an equal amount.
25. The Council is confident it has in place actions that will reverse the £10m under performance. For example, there are better moderating processes involving a review of recommendations to proceed with an EHC needs assessment now in place, that also involve an Assessment Manager and Senior Education Psychologist. Where both the decision to Assess and Issue was made post Decision-Making changes, the data is beginning to show an increase in the proportion placed in mainstream and decrease in the proportion placed in maintained special, independent and other placements, whilst still meeting need. There are developments in Post 16 provision for young people in expensive provision far from home, planning for their return to their community and transition into education or employment.
26. The new SEN funding model for schools should also help by devolving some decision making to a local level, so that Headteachers and professionals are empowered to make evidence-based decisions about the best use of High Needs money in collaboration with peers. This is the “communities of schools” funding, Alongside this, the proposed SEN Funding Model will bring together the different funding arrangements for top-up funding for mainstream, SRP and special into one funding system. The same tariff structure will be used to inform the funding allocations for children with an EHCP attending special schools and SRPs; and identify the relevant funding stream for pupils in mainstream schools.

Implications if Financial Performance Deteriorates

27. Without the Department for Education Safety Valve funding, there would be one of three possible outcomes:

- A request to the Secretary of State for permission to raise council tax by 25% to raise the money necessary to fund the cumulative deficit of £220m
- The issuing of a Section 114 notice as the Council wouldn't have the reserves necessary to fund the cumulative deficit, should it continue
- Reductions in SEND services of £220m to repay the cumulative deficit, which would be catastrophic for those children and young people with SEND most indeed of services and support

28. To have gone down any one of these routes would have been reckless.
29. Currently, the national Safety Valve programme has been frozen, with no new Authorities invited in this financial year. However, DfE has indicated that existing agreements will remain in place and be honoured. Despite missing the in-year target for 2024/25, Kent CC has continued to receive all Safety Valve payments for this financial year, obviating the need to make £14m of cuts in this year alone.
30. The local government provisional financial settlement highlighted the Government's intentions to set out plans next year for reforms to the SEND system, which will include how they intend to support authorities to deal with historic and accruing deficits. Until the Council receives greater clarity from central Government, it is difficult to predict with any degree of certainty what will happen next. However, it is highly unlikely that the Government will be able to afford to simply write off all existing High Needs deficits, as that is currently estimated to be c£4bn nationally. There has been an uplift in funding announced for 2025/26 for High Needs (Kent receiving 7% increase), but that is currently a one-off increase.
31. So, the only credible course of action is to continue with the current plan, which is to ensure spend is in line with grant by 2027/28.

Conclusions

- There is a national challenge around how the SEND system works and part of this involves funding.
- Whilst Kent is not alone in facing a financial challenge around the local SEND system, it did, in recent years, overspend on its ring-fenced High Needs grant disproportionately more highly than other Authorities.
- Agreeing the highest Safety Valve deal in the country has meant that the Council has been able to avoid making cuts to SEND services (or raising council tax) to fund repayment of the historic accumulated deficit
- To date, the Council has received all Safety Valve payments planned for it – saving £85m.
- However, the Government's plans for the future reforms to the SEND system, including how Authorities will be supported in dealing with historic and accruing deficits, are not known.
- Until there is greater clarity at a national level, the Council needs to continue delivering on its Safety Valve agreement, to best protect those receiving SEND services as well as the local taxpayer.

By: Anna Taylor, Scrutiny Research Officer
To: Scrutiny Committee, 29 January 2025
Subject: **25/00002 - English Devolution White Paper - KCC response to Government**

Summary: The Chairman and Spokespeople of the Scrutiny Committee have asked that this key decision be placed on the Committee agenda for discussion.

1. Introduction

- a) Following publication of the Government's English Devolution White Paper on 16 December 2024 Members received a briefing ahead of the extraordinary County Council meeting held on 9 January which provided an opportunity for all Members to debate the issue in advance of Cabinet making its decision on the afternoon of 9 January.
 - b) The decision was taken as an urgent decision and was not subject to call-in but the Chairman and Spokespeople of the Scrutiny Committee have placed this item on the agenda for discussion and to receive any further information which might be available by the meeting date.
-

2. Recommendation

The Scrutiny Committee is asked to discuss and comment on or note the Urgent Decision taken by Cabinet on 9 January 2025.

3. Attached documents

- a) Appendix A - 25/00002 – English Devolution Urgent Record of Decision
- b) Appendix B - 25/00002 – EqIA
- c) Appendix C - Report to County Council – English Devolution White Paper

4. Background documents

- a) [Agenda for County Council on Thursday, 9th January, 2025, 10.00 am](#)
- b) [Agenda for Cabinet on Thursday, 9th January, 2025, 2.00 pm](#)

Contact Details

Anna Taylor, Scrutiny Research Officer
anna.taylor@kent.gov.uk 03000 416478

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KENT COUNTY COUNCIL – URGENT RECORD OF DECISION

DECISION TAKEN BY

Cabinet

9 January 2025

DECISION NO:

25/00002

For publication

Key decision

Yes – significant Policy development

Subject: English Devolution White Paper

Decision:

Cabinet to:

1. Agree to submit a request to Government, jointly with Medway Council, for Kent and Medway to be included in the Devolution Priority Programme
2. Note that acceptance onto the Devolution Priority Programme will commit Kent and Medway to elections to a new Mayoral Strategic Authority (MSA) in May 2026 and implementation of local government reorganisation by either April 2027 or April 2028
3. Agree to request that the Minister for Local Government and English Devolution consider postponing County elections scheduled for May 2025

Reason(s) for decision:

If KCC is minded to respond to the Government call for requests to join the Devolution Priority Programme (DPP), it must do so officially by the end of 10 January. Such a response is a substantive policy position being taken by the Council as it commits the Authority to progressing toward future devolution and local government reorganisation, albeit with further engagement and discussion with Government on the detailed arrangements.

Taking account of views put forward by Members during an extraordinary Full Council meeting held on 9 January, the Cabinet has determined that the benefits of joining the Devolution Priority Programme are significant and should be requested from Government, in addition to agreeing the above decisions.

Details of the merits and considerations relating to the DPP are set out in the report to Full Council and Cabinet on 9 January.

Acceptance by Ministers of Kent and Medway on the Devolution Priority Programme will commit the County Council, working with Medway Council and the District and Borough Councils in Kent to the following:

- The creation of a Mayoral Strategic Authority: Areas which are in the Devolution Priority Programme must work to create a Mayoral Strategic Authority (MSA) and holding the first elections for the Mayor by May 2026.
- The delivery of Local Government Reorganisation: Areas which are in Devolution Priority Programme will be committing to delivering local government reorganisation by either April 2027 or April 2028. Areas on the programme will be expected to set out initial reorganisation

proposals by March 2025 and detailed proposals by Autumn 2025

In line with the details set out in the Ministerial letter and the understanding that acceptance onto the Devolution Priority Programme is directly related to the Government's view of whether elections can and should be postponed, this decision also makes the request to delay the elections as a logical corollary of the requested Devolution arrangements.

It should be noted that the decision on KCC's acceptance onto the DPP and any delay of elections will be taken by Ministers.

Background

The publication of the English Devolution White Paper on 16 December 2024 provides a definitive policy position from Government in regards to both devolution and local government reorganisation. The Government proposes to establish a Devolution Priority Programme for a limited number of areas which wish to access the benefits of both devolution and local government reorganisation as quickly as possible.

Entry onto the priority programme will support stronger and more constructive engagement with Ministers and civil servants in developing proposals in a way that works best for Kent and Medway, as well as earlier access to the benefits of devolution in terms of powers, funding (and funding flexibilities) and a national level voice.

In joining the priority programme, it is the quickest route for Kent and Medway to draw down devolved powers and monies from Government to deliver new and reformed services and improvement programmes for the benefit of Kent and Medway residents and businesses. Multiple strategic statements from KCC have placed achieving devolution as a key strategic objective of the council, and entry onto the Devolution Priority Programme provides the quickest route to finally meeting that objective from May 2026. This would then give Kent an immediate stronger voice in discussions on national policy and priorities with Government through membership of the Council of Nations and Regions, and the Mayoral Council.

Moreover, given the criteria for moving to Established MSA status is primarily an 18 month running period, the sooner Kent and Medway delivers an MSA the sooner it can gain the substantive benefits of an integrated settlement with Government, gaining greater freedoms over the use of devolved monies, and seek additional and bespoke devolved powers. The risk of not seeking Devolution Priority Programme status is that Kent and Medway would be further disadvantaged and left behind by an increasing majority of local areas with access to a range of powers and funds that will simply not be otherwise available to Kent and Medway for many years.

Reason for Urgency:

Following the publication of the English Devolution White Paper on 16 December 2024 the Government proposes to establish a Devolution Priority Programme for a limited number of areas which wish to access the benefits of both devolution and local government reorganisation as quickly as possible. The deadline for applications to the programme is 10 January 2025.

The decision to request Kent and Medway be included in the Devolution Priority Programme is a matter for the Executive pursuant to section 7 of the KCC Constitution and the relevant legislation.

However, Members received a briefing ahead of an extraordinary County Council meeting that was held on 9 January to provide an opportunity for all Members to debate the issue and provide an informative to assist Cabinet in making their decision.

Financial Implications:

Devolved funding arrangements are intended to reserve the most significant powers to Established MSAs.

The detailed financial implications of the devolution and local government reorganisation will not be known until engagement with Government progresses further.

This decision relates to agreeing an initial position for formal response to Government within the required timescales.

Legal Implications:

The decision to request Kent and Medway be included in the Devolution Priority Programme is a matter for the Executive pursuant to section 7 of the KCC Constitution and the relevant legislation.

In any progression of devolution or local government reorganisation, the Council will comply with relevant legislation, including responding to any new legislation approved by Parliament as required to facilitate the Devolution agenda. For example, specific legislation will need to be passed to complete any Devolution arrangement and to approve full local government reorganisation.

Equality Implications:

The decision relates to formal responses to Government on high level strategic governance rather than operational service delivery – initial assessment of the proposal does not indicate any disproportionate negative impacts on protected characteristic groups.

Data Protection Implications:

There are no expected data protection implications as a result of this decision.

Committee recommendations and other consultation:

Given the wider implications of being accepted on the programme, it was felt the matter should be considered by full Council on Thursday 9th January 2025, before a formal meeting of Cabinet took the necessary Urgent Decision at its meeting on Thursday 9th January 2025.

County Council, at its meeting on 9 January, resolved to:

- 1) **Endorse** the ongoing joint work between KCC, Medway Council and District and Borough Council Leaders to respond the English Devolution White Paper
- 2) **Endorse** the proposed decision by the Leader of the Council [Cabinet] to submit a request to Government, jointly with Medway Council, for Kent and Medway to be included in the Devolution Priority Programme
- 3) **Note** that acceptance onto the Devolution Priority Programme will commit Kent and Medway to elections to a new Mayoral Strategic Authority (MSA) in May 2026 and implementation of local government reorganisation by either April 2027 or April 2028
- 4) **Note** that acceptance onto the Devolution Priority Programme may lead to the County Council elections scheduled for May 2025 being postponed subject to ministerial decision
- 5) **Expects** there to be as much transparency as possible in this process.

The Chair of the Scrutiny Committee, in addition to agreeing that the decision could not be reasonably deferred provided the following comments:

Mr Booth (Chair of Scrutiny) supported the decision.

The Group Spokespeople of the Scrutiny Committee providing the following comments:

Mr Brady (Labour – Leader of the Opposition) stated:

Kent County Council's Conservative administration has taken the decision to put forward the proposal to apply to be on the Devolution Priority Programme, embracing all benefits but also knowing the risks which that involves. It must be viewed through that lens; it is a choice to be on the programme. Because of this choice, it is incredibly important to increase the transparency regarding further conversations, decisions and the subsequent actions made. Members and residents must be regularly informed of the continual progress of this Programme.

There is an ongoing concern centred on the proposal made by this Conservative administration to postpone the elections this year. It is an affront to democracy, and Kents residents must be able to have their say as soon as possible - a delay beyond a year is unacceptable. It is my assumption that the government's hands are now tied regarding granting the Conservative administration's desire to cancel the May 2025 Kent County Council elections, as it would open the government up to legal challenge.

The Conservative administration must now adopt the government's genuine offer of co-production in reference to the next steps and we must embrace the ability to negotiate on this. A permanent shift of power away from Whitehall and into the hands of those who know their communities best is a welcome proposal. Local Government Reorganisation must be one of the main priorities and this must be made clear. The consultation on this should be wide ranging and the inclusive conversations with Medway, Districts, Town, and Parish councils, as well as with all residents must happen immediately. The perceived benefits as well as the negative views need to be given equal attention within this discussion. There is a very real risk that community identity will be sacrificed, and this must be addressed and mitigated for.

There are many outstanding, unanswered questions and one of the most important centres on the level of debt this council and districts possess compared to the level of reserves- there is a clear disparity, with debts far exceeding the level of reserves. Unitary authorities must not be formed with prominent levels of debt because this will hamper service delivery.

Running alongside all of this are the needs and views of our hardworking staff members. They will have very real concerns throughout this process, and we need to give substantial support to them and keep them informed of the processes and the changes which the Devolution Priority Programme will naturally bring. There will now be many uncertainties, and a caring council needs to recognise and mitigate for these.

Ultimately, the decisions detailed in this document are choices. So, let us be under no illusion, they are choices which have been made against a degree of Member opposition, but now, moving forward, the next steps should be centred on making Kent resident's lives better through improved service delivery.

Mr Lehmann (Leader of the Green & Independent Group) stated:

- a) I'm disappointed that this decision has been taken with such little information being available for digestion by the council, particularly around the level of financial benefit a directly elected mayor would bring, and the governance arrangements for the mayoral strategic authority. Although, as I have acknowledged publicly, the leader has been more open and inclusive

than other county council leaders, the secretive and closed nature of discussions so far have done nothing to lead me to believe that we know enough about what we are signing up for. This concern is compounded by the fact that a meeting between Kent leaders and the ministry on 8 January 2025 appeared to bring up new information not previously known to Kent leaders and Chief Execs involved in the discussions.

- b) I feel that the second resolution in the above decision is misleading in that recent discussions appear to have ruled out the possibility of LGR taking place in April 2027. Its inclusion here appears to be solely to maintain an illusion that this may still happen.
- c) Further to the above, I fundamentally disagree with the council requesting the cancellation of election in May 2025. If, as has been suggested, county elections will only be delayed by one year, and we have to have them in May 2026, I feel that this will prove far more disruptive to the LGR process than elections in May 2025 would be to the devolution process. If the leader and executive have received information which leads them to believe otherwise, it's a shame that this was not shared with the council. I sincerely hope that the council does not request a second cancellation, the granting of which would enable the administration elected in 2021 to continue in post until April 2028.

Mr Hook (Leader of the Liberal Democrat Group) stated:

The Liberal Democrat Group opposes this outrageous manoeuvre to stop the public voting in local elections this year and to impose a mayor and extra taxes on the people of Kent.

There is no necessity or group reason for the local elections to be postponed and there is a real risk that a delay of one year, which is itself undemocratic, will be further extended.

Creating a mayor means concentrating too much power in the hands of one person with minimal accountability.

Change should be public-led not imposed from above. What people want is more say over local services through representatives they elect at a really local level.

A mayor will mean will not have the great diversity of life experience that members of councils have.

A better path would be an elected Assembly as they have in Wales, Northern Ireland, Scotland and London.

The failure of the Cabinet to even suggest that to government is a significant concern and suggests that the Executive has not properly explored devolution options with Government before committing to a particular route.

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



Roger Gough – Leader of the Council
Chair of Cabinet

9 January 2025

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EQIA Submission – ID Number

Section A

EQIA Title

English Devolution White Paper - KCC response to Government

Responsible Officer

David Whittle - CED SPRCA

Approved by (Note: approval of this EqIA must be completed within the EqIA App)

Amanda Beer - DCE

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

Strategy/Policy

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Strategic and Corporate Services

Responsible Service

SPRCA

Responsible Head of Service

Amanda Beer - DCE

Responsible Director

Amanda Beer - DCE

Aims and Objectives

On December 16 2024 the Government published the English Devolution White Paper which sets out the dual objectives of expanding the coverage of devolution to all areas of England and all remaining areas of two-tier local government to undergo a process of reorganisation into new single tier 'unitary' councils.

A follow up letter to Leaders on the same day from the Minister for Local Government and Devolution set out initial steps for implementation of the White Paper. This includes the creation of a Devolution Priority Programme (DPP) for those areas which wish to access the benefits of devolution early by committing to creating a Mayoral Strategic Authority and holding elections for a Mayor in May 2026, and to also commit to implementing local government reorganisation by either April 2027 or April 2028.

The Minister requires a response on whether areas wish to be considered for DPP status by 10 January 2025. A decision to apply for the DPP programme is considered an Urgent Decision (Decision Number - 25/0002 - English Devolution White Paper - KCC Response to Government).

For clarity, this EQIA is focussed on the application for DPP status, and may be amended or updated once further information on the DPP is known. Any future decisions on either devolution, the specific proposals for creating and MSA or local government reorganisation will be prepared if, and as when, required.

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?
No
Who have you involved, consulted and engaged with?
Should Kent and Medway be accepted on the Devolution Priority Programme, there will then be a Government-led consultation in the early part of 2025, consultation and engaging with residents on the decision to create a Mayoral Strategic Authority (MSA). Exact details of the Government consultation are not yet know, but in applying to the DPP, local areas are committing to support the Government consultation process. Given the nature of the decision to create an MSA, it is expected that the focus will be on consulting residents, businesses, public sector and VCSE partners on an individual and collective (representational group) level.
Has there been a previous Equality Analysis (EQIA) in the last 3 years?
No
Do you have evidence that can help you understand the potential impact of your activity?
Yes
Section C – Impact
Who may be impacted by the activity?
Service Users/clients
No
Staff
Staff/Volunteers
Residents/Communities/Citizens
Residents/communities/citizens
Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?
Yes
Details of Positive Impacts
The rationale for Kent and Medway seeking to be on the Devolution Priority Programme is to ensure that the benefits of devolution, including access to a greater range of functions, powers and resources that are not currently available to the council, are delivered as quickly as possible, with a particular focus on supporting economic growth, housing and infrastructure development. Likewise, the move to unitary council structures is intended to create a simpler, and more financially sustainable, local government sector in Kent and Medway that is able to both integrate services between the County and District level, but also work alongside a Mayoral Strategic Authority to deliver a programme of public services reform. The changes at a structural level are intended to benefit all Kent residents and therefore apply equally to those with protected characteristics as defined under the Equality Act.
Negative impacts and Mitigating Actions
19.Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age

Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No
Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation

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



Direct Dial/Ext: 03000416892
e-mail: joel.cook@kent.gov.uk

Date: 7 January 2025

Dear Member

COUNTY COUNCIL - THURSDAY, 9 JANUARY 2025

Please find enclosed the documents for Item 3 – English Devolution White Paper, which were not available when the main agenda was first published.

Agenda Item No

3

English Devolution White Paper (Pages 1 - 18)

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ben Watts', is written over a faint, illegible printed name.

Benjamin Watts
General Counsel

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From: Roger Gough, Leader of the Council

To: **County Council – 9th January 2025**

Subject: English Devolution White Paper

Classification: **Unrestricted**

Summary:

The publication of the English Devolution White Paper on 16 December 2024 provides a definitive policy position from Government in regards to both devolution and local government reorganisation. The Government proposes to establish a Devolution Priority Programme for a limited number of areas which wish to access the benefits of both devolution and local government reorganisation as quickly as possible. The Council is asked to endorse the (executive) decision of Cabinet to submit to Ministers, jointly with Medway Council, a request for Kent and Medway to be included in the Devolution Priority Programme; and to note subsequent commitments this will place on the County Council in regards to establishing a Mayoral Strategic Authority and implementing local government reorganisation.

Recommendations:

County Council is asked to:

- (1) **Endorse** the ongoing joint work between KCC, Medway Council and District and Borough Council Leaders to respond to the English Devolution White Paper
- (2) **Endorse** the proposed decision by the Leader of the Council [Cabinet] to submit a request to Government, jointly with Medway Council, for Kent and Medway to be included in the Devolution Priority Programme
- (3) **Note** that acceptance onto the Devolution Priority Programme will commit Kent and Medway to elections to a new Mayoral Strategic Authority (MSA) in May 2026 and implementation of local government reorganisation by either April 2027 or April 2028
- (4) **Note** that acceptance onto the Devolution Priority Programme may lead to the County Council elections scheduled for May 2025 being postponed subject to ministerial decision

1. Background

1.1 On 16 December 2024 the Government published the 'English Devolution White Paper - Power and partnerships: Foundations for growth'. On the same day, the Minister of State for Local Government and English Devolution, Jim McMahon OBE MP, wrote to council leaders setting out next steps to taking the proposals in the White Paper forward, and setting 10 January 2025 as the deadline for a formal request for areas to be included in the Devolution Priority Programme (see section 3). The letter is attached to this paper as Appendix A.

- 1.2 The decision to request Kent and Medway be included in the Devolution Priority Programme is a matter for the Executive pursuant to section 7 of the KCC Constitution and the relevant legislation. However, given the wider implications of being accepted on the programme, it is felt the matter should be considered by full Council, before a formal meeting of Cabinet makes the necessary Urgent Decision, if required.
- 1.3 The speed at which significant decisions on the future of local government in Kent and Medway is being required is driven by the Government and its legislative timetable. However, it is worth noting that even in the limited working time available, we have been able to undertake a strong level of engagement with both Medway Council and District and Borough Council Leaders in Kent.
- 1.4 A meeting of Kent Council Leaders was held on the 18th of December to consider the White Paper and the Minister's letter, and there have been several meetings of the Kent Leaders Devolution Working Group, chaired by Matt Boughton, Leader of Tonbridge & Malling Borough Council. A briefing for Kent and Medway MPs was held on 6 January and further engagement with other key strategic partners in Kent and Medway is being planned for the weeks and months ahead. KCC remains committed to working constructively and transparently with all partners across Kent and Medway as the full implications of the White Paper become clear.
- 1.6 KCC has long been an advocate for greater devolution to local government, particularly to strategic counties such as Kent that have similar scale in terms of both population and economic output as city-regions. The overt focus on city-regions and areas outside the South East of England in devolution policy over the last decade has meant that national policy has often overlooked the opportunities that can come from devolving to county areas nationally, and in particular to the South East of England, which remains the largest economic region outside of Greater London.
- 1.7 KCC has previously submitted an Expression of Interest in reaching a devolution deal with the previous Conservative Government in August 2022. In September 2024, and jointly with Medway Council, KCC submitted a further Expression of Interest for Kent and Medway to be one of the first areas to agree a new devolution settlement with the new Labour Government. This joint EOI with Medway Council was also supported by a separate letter to Government signed by all 14 Council Leaders in Kent and Medway.

2. English Devolution White Paper

2.1 The English Devolution White Paper sets out an ambitious agenda to reshape local government in England through:

- Broadening devolution so that all areas of England have a devolution settlement
- Deepening devolution, through development of a stronger set of powers and resources available to local areas through the new Devolution Framework published in the White Paper

- Progressing local government reorganisation in two-tier areas to support a move to simpler structures, unlock further devolution and deliver sustainable public services.

2.2 The White Paper sets out the intention of the Government to create a new tier of local government in the form of Strategic Authorities (SAs). Initially, there will be three categories:

- **Foundation Strategic Authorities (FSA)**, which are those strategic authorities *without* a Directly Elected Mayor and comprised only of constituent local authorities.
- **Mayoral Strategic Authorities (MSA)** those comprised of a Directly Elected Mayor and constituent local authorities.
- **Established Strategic Authorities (EMSA)** which is the same as an MSA but has been established for a minimum period of 18 months and meets a number of qualifying criteria to be considered as 'established'.

It should be noted that the expectation set out in the White Paper is that local areas will come together to agree the geography and boundaries of any proposed SA, but that where local agreement cannot be reached, additional powers will be granted to Ministers through the forthcoming English Devolution Bill to mandate the geography of SAs if necessary.

2.3 Over time all SAs will move to becoming Established Mayoral Strategic Authorities. The revised Devolution Framework set out in the White Paper (and attached as Appendix B) lists the devolved powers and functions available to each type of SA covering areas such as transport, infrastructure, skills and employment support, housing, strategic planning, economic development, environment, health and public safety. There is a strong theme of public service reform running throughout the White Paper, with SAs being the mechanism to drive forward a local programme of public service reform and integration.

2.4 The intention of the Government is to prioritise the establishment of MSAs and the Devolution Framework and the devolved funding arrangements are intended to reserve the most significant powers to Established MSAs. Whilst all SAs will have some funding devolved to them, this will be limited to a dedicated local growth allocation for FSA, whereas MSAs will have a consolidated funding pot for local growth, place, housing, adult skills and transport. Only EMSAs will be able to reach an Integrated Settlement on funding with the Government, which will remove any remaining ring fencing of devolved monies and allow local flexibility on funding of priorities. Similarly, only Mayoral Strategic Authorities will become members of the Council of Nations and Regions, allowing local areas to shape future national policy and priorities, and seek specific additional devolved powers by making requests for additional areas to be included in the Devolution Framework.

2.5 The White Paper sets out the criteria for the geography for the creation of SAs, which are:

- **Scale:** Combined population of 1.5 million or above
- **Economies:** Cover sensible economic geographies with a particular focus on functional economic areas and multiple travel to work areas

- **Contiguity:** Geography must be contiguous across its constituent councils
- **No ‘devolution islands’:** Geographies must not create devolution ‘islands’ by leaving areas which are too small to go it alone
- **Delivery:** Effective delivery of key functions including Spatial Development Strategies, Local Transport Plans and Get Britain Working Plans
- **Alignment:** Alignment between devolution boundaries and other public sector boundaries
- **Identity:** A vital element of successful devolution is the ability for local residents to engage with and hold their devolved institutions to account – and local identity plays a key role in this.

A Strategic Authority covering Kent and Medway - with circa 1.9m resident population; a GVA of £44 billion which is larger than many city-regions; a track record of delivery across organisational boundaries; nearly all major public services delivered on a Kent and Medway footprint and a strong local, national and international identity as the Garden of England - meets all the criteria set out in the White Paper for the creation of an SA.

Local Government Reorganisation

2.6 The White Paper also sets out the Government’s intention for all remaining two-tier local government areas, reorganising existing County and District and Borough Councils into new unitary councils. Reorganisation is intended to both complement and support devolution, with the Government keen to stress they wish to focus on reorganisation where it can unlock devolution opportunities. However, it is also clear that the Government see the inherent benefit of reorganisation in its own right. It will be mandatory for all areas; the choice for local areas relates to the timing and sequencing of reorganisation.

2.7 New unitary councils should have a population of 500,000 or more. No upper population limit has been put on the new unitary councils although Ministers have made clear that numbers well in excess of 500,000 will be considered too large to be local enough to residents and communities. Proposals with population limits below 500,000 may be considered only on a case-by-case basis where necessary to enable a wider sensible/rational local government geography.

2.8 It should be noted that there is a separate statutory process for the creation of new unitary councils that is different for the creation of SAs, including different consultation and engagement processes and formal decision-making involving all tiers of local councils. As such, the Government make clear that they want all councils in an area to collaborate on developing reorganisation proposals for their area and do not wish to see competing proposals, so as to allow for reorganisation proposals to be agreed and delivered as quickly as possible.

2.9 It is expected that in late January 2025 the Government will write setting out further details and a timetable for areas to respond with reorganisation proposals, which will differ depending on whether or not areas are included in the Devolution Priority Programme. Kent Council Leaders have already begun discussions on reorganisation and further work is being taken forward by the Kent Leaders Devolution Working Group. As a collective in Kent and Medway, Kent Council Leaders are committed to working on local government reorganisation collectively and collaboratively with all partners.

3. Devolution Priority Programme

3.1 Whilst the Government's overall objective to spread the benefits of devolution to the whole of England, and for all remaining two-tier local areas to undergo local government reorganisation are explicitly clear, there is also acceptance that both central capacity and local discussions and decision-making will impact on the speed at which those objectives can be met.

3.2 However, in recognition that there are areas that will want to achieve the benefits of devolution as quickly as possible, the Government is creating a Devolution Priority Programme for a limited number of areas which will see them prioritised in terms of Ministerial decision-making, departmental support and the necessary legislative process. To be considered for the Devolution Priority Programme, areas must be willing to commit to the following:

- **Creation of a MSA and Mayoral elections:** Areas which are in the Devolution Priority Programme will be committing to the creation of a Mayoral Strategic Authority and holding the first elections for the Mayor by May 2026.
- **Delivery of Local Government Reorganisation:** Areas which are in the Devolution Priority Programme will be committing to delivering local government reorganisation by either April 2027 or April 2028. Areas on the programme will be expected to set out initial reorganisation proposals by March 2025 and detailed proposals by Autumn 2025.

3.3 The 16 December letter from the Minister also set out that he is minded to lay necessary secondary legislation to postpone local council elections from May 2025 for a 12-month period where this will help an area deliver both reorganisation and devolution to the most ambitious timeframe. Any request from areas asking the Minister to consider election postponement is required by 10 January 2025. It should be noted that any decision to postpone council elections is a decision only Ministers can make and requires parliamentary approval through secondary legislation.

4. Responding to the White Paper

4.1 The White Paper sets out a clear framework for delivering devolution and makes clear the Government's expectations in terms of governance reforms necessary for areas to access the devolution opportunities and at what pace. It is clear that Kent and Medway has many natural and inherent advantages in terms of its geography, economy, identity and public service boundaries that make it an obvious candidate for the creation of a cohesive and ambitious Strategic Authority. In meetings with Ministers they have encouraged an application to the priority programme from Kent and Medway.

4.2 The immediate response required to the White Paper by the Government imposed deadline of 10 January 2025 is a decision on whether Kent should request to be on the Devolution Priority Programme and whether KCC should request that the council elections scheduled for May 2025 be postponed.

- 4.3 The arguments for requesting Kent be in the Devolution Priority Programme are convincing. Whilst accepting that entry onto the programme commits Kent and Medway to a specific timetable for both establishing an MSA and delivering local government reorganisation, it is clear that all areas will be expected to deliver both agendas over a period of time. The choice on offer from the Government is therefore one of timing and the local shaping of those proposals. Entry onto the priority programme will support stronger and more constructive engagement with Ministers and civil servants in developing proposals in a way that works best for Kent and Medway, as well as earlier access to the benefits of devolution in terms of powers, funding (and funding flexibilities) and a national level voice.
- 4.4 Whilst it is also important to recognise that the implementation challenges of local government reorganisation alongside creation of a Mayoral Strategic Authority are significant, the revised model of local governance envisaged by the White Paper requires *both* a strong Mayor *and* strong constituent authorities, balancing and complementing each other's distinctive roles, to work together within the Strategic Authority to create a new model of effective governance for the area. Local government reorganisation will be mandatory for all areas; delivering it as part of the devolution settlement will allow us to not only create a strong and balanced MSA, but provide the platform for local public service reform that has the potential to reshape and integrate public services across an aligned geography that is simply not as readily achievable in other areas as it is in Kent and Medway.
- 4.5 Perhaps the most compelling argument for joining the priority programme is that it is the quickest route for Kent and Medway to draw down devolved powers and monies from Government to deliver new and reformed services and improvement programmes for benefit of Kent and Medway residents and businesses. Multiple strategic statements from KCC have placed achieving devolution as a key strategic objective of the council, and entry onto the Devolution Priority Programme provides the quickest route to finally meeting that objective from May 2026. This would then give Kent an immediate stronger voice in discussions on national policy and priorities with Government through membership of the Council of Nations and Regions. Moreover, given the criteria for moving to Established MSA status is primarily an 18 month running period, the sooner Kent and Medway delivers an MSA the sooner it can gain the substantive benefits of an Integrated Settlement with Government, gaining greater freedoms over the use of devolved monies, and seek additional and bespoke devolved powers. With more areas opting for devolution and accepting MSAs, and then moving towards 'Established' MSA status relatively quickly, the risk of not seeking Devolution Priority Programme status is that Kent and Medway are further disadvantaged and left behind by an increasing majority of local areas with access to a range of powers and funds that will simply not be otherwise available to Kent and Medway for many years.
- 4.6 Entry onto the programme will also make the clearest possible statement of KCC's intent and ambition. Whilst many details will still be needed to work through, being on the priority programme will provide clarity not only to our residents and businesses, but also the staff across all local councils in Kent and Medway and our wider strategic partners in the public and voluntary and community sectors of our strategic intent. It will provide an anchor point from which to base our engagement and provide a degree of certainty in a period of

significant strategic and structural change that will be inherently unsettling for many organisations and individuals.

4.7 The arguments in regard to any request for the postponement of county elections in May 2025 are complex. Any request by the County Council follows the Minister's letter of 16 December, and the final decision will rest with ministers. As a politically led organisation that derives its legitimacy and executive from an electoral mandate, requesting postponement of elections is inherently counter-intuitive to the instincts of all elected Members. However, there is a very real and practical reason why asking Ministers to consider postponing the elections needs careful consideration.

4.8 The timetable for the delivery of a Mayoral Strategic Authority and the first Mayoral elections in May 2026 is exceptionally tight. The election and, importantly, the limitations imposed on the council by a pre-election period will remove almost a three-month window where the organisation can operate normally, and take the necessary actions and decisions, including supporting a government-led consultation and the negotiations with Government, required to support delivering a devolution settlement by May 2026. Delivering the consultation and holding the county elections on an almost simultaneous timeline would likely prove exceptionally challenging and a newly elected council would have to effectively 'restart' engagement with Government and strategic partners on a timetable already set by national government. Given the fundamental objective of seeking entry onto the priority programme is to deliver the strategic objective of devolution to Kent and Medway as quickly as possible, then continuing with the county elections in this same timeframe would run counter to achieving that strategic objective.

5. Recommendations:

County Council is asked to:

- (1) **Endorse** the ongoing joint work between KCC, Medway Council and District and Borough Council Leaders to respond to the English Devolution White Paper
 - (2) **Endorse** the proposed decision by the Leader of the Council to submit a request to Government, jointly with Medway Council, for Kent and Medway to be included in the Devolution Priority Programme
 - (3) **Note** that acceptance onto the Devolution Priority Programme will commit Kent and Medway to elections to a Mayoral Strategic Authority (MSA) in May 2026 and implementation of local government reorganisation by either April 2027 or April 2028
 - (4) **Note** that acceptance onto the Devolution Priority Programme may lead to the County Council elections scheduled for May 2025 being postponed subject to ministerial decision
-

6. Relevant Director:

Amanda Beer, Chief Executive Officer

7. Report Authors:

David Whittle, Director of Strategy, Policy, Relationships & Corporate Assurance

Ben Watts, General Counsel

8. Appendices:

Appendix 1: Letter to all two-tier councils and neighbouring unitary authorities from Jim McMahon OBE MP, Minister of State for Local Government and English Devolution, 16 December 2024

Appendix 2: Devolution Framework summary table, reproduced from pp 86-90 of English Devolution White Paper

9. Background Documents

English Devolution White Paper, Power and partnerships: Foundations for growth, Ministry of Housing Communities and Local Government, 16 December 2024 available at [English Devolution White Paper: Power and partnership: Foundations for growth - GOV.UK](#)



Ministry of Housing,
Communities &
Local Government

Jim McMahon OBE MP

*Minister of State for Local Government and
English Devolution*

2 Marsham Street
London
SW1P 4DF

To: Leaders of all two-tier councils and
neighbouring unitary authorities

16 December 2024

Dear Leaders

The English Devolution White Paper published today sets out how the Government plans to deliver on our manifesto pledge to transfer power out of Westminster through devolution and to fix the foundations of local government. You will receive under separate cover a letter outlining the ambition and key elements of the White Paper, but I also wanted to write to areas which might be in scope for a joint programme of devolution and local government reorganisation, to set out a clear process and key milestones.

The Government's long-term vision is for simpler structures which make it much clearer for residents who they should look to on local issues, with fewer politicians able to focus on delivering. Local government reorganisation, alongside devolution over a large strategic geography, can drive economic growth whilst delivering optimal public services. To help deliver these aims, we will facilitate local government reorganisation in England for two-tier areas and for unitary councils where there is evidence of failure, or where their size or boundaries may be hindering an ability to deliver sustainable, high-quality public services.

Given how much interest there has been, and will continue to be in this programme, I am writing now to all councils in two-tier areas, and to neighbouring smaller unitary authorities, to give you further detail and to set out our plans to work with you over the coming months.

Local government reorganisation

My intention is to formally invite unitary proposals in January 2025 from all councils in two-tier areas, and small neighbouring unitary councils. In this invitation, I will set out further detail on the criteria I will consider when taking decisions on the proposals that are submitted to Government. I intend to ask for interim plans by March 2025.

As set out in the White Paper, new unitary councils must be the right size to achieve efficiencies, improve capacity and withstand financial shocks. For most areas, this will mean creating councils with a population of 500,000 or more. However, there may be exceptions to ensure new structures make sense for an area, including on devolution. Final decisions will be made on a case-by-case basis. We will ask you to work with other councils in your area to develop unitary proposals that are in the best interests of the whole area, rather than developing competing proposals.

Devolution

We are clear that reorganisation should not delay devolution. Plans should be complementary, with devolution remaining the overarching priority. In January, we will therefore also set out which areas will be included in our Devolution Priority Programme, aimed at places ready to come together under the sensible geography criteria set out in the White Paper and wishing to progress to an accelerated timescale. This will be with a view to inaugural mayoral elections in May 2026. This is an exciting programme and there has already been significant interest even before the White Paper was published.

I am aware that different places will be in different stages of their devolution journey. While some will already have an existing strategic authority, others may be in the process of establishing one, and others still may need reorganisation to take place before they can fully benefit from devolution.

I also understand that delivering these ambitious plans for devolution and for local government reorganisation will be a significant change. It will be essential for councils to work with local partners, including MPs, to develop plans for sustainable unitary structures capable of delivering the high-quality public services that residents need and deserve.

Transition and implementation

We are under no illusion about the scale of issues facing local government. It is in all our interests to make sure we are avoiding unnecessary spend at a time when budgets are already tight, so we will be working with sector partners to avoid use of expensive consultants wherever possible.

My department will be working closely with the Local Government Association, District Councils Network, County Councils Network and others, to develop a shared understanding of how reorganisation can deliver the best outcomes for local residents and businesses. We have a collective responsibility to ensure councils are better supported throughout reorganisation. This will include preparing robust proposals with evidence, standing up new unitary councils ready for vesting day and work to deliver the significant opportunities that are possible by creating suitably sized unitary structures. We will take a phased approach and expect to deliver new unitary authorities in April 2027 and 2028.

Timelines and next steps

I have heard from some areas that the timing of elections affects their planning for devolution, particularly alongside reorganisation. To help manage these demands, alongside our objectives on devolution, and subject to meeting the timetable outlined in this letter, I am minded to lay secondary legislation to postpone local council elections from May 2025 to May 2026.

However, I will only do this where this will help the area to deliver both reorganisation and devolution to the most ambitious timeframe – either through the Devolution Priority Programme or where reorganisation is necessary to unlock devolution or open up new devolution options. There will be two scenarios in which I will be willing to postpone elections;

- Areas who are minded to join the Devolution Priority Programme, where they will be invited to submit reorganisation proposals to Government by Autumn 2025.
- Areas who need reorganisation to unlock devolution, where they will be invited to submit reorganisation proposals to Government by May 2025.

For any area in which elections are postponed, we will work with areas to move to elections to new 'shadow' unitary councils as soon as possible as is the usual arrangement in the process of local government reorganisation.

For all other areas elections will take place as scheduled in May 2025, and I will invite in January proposals for reorganisation to be submitted to Government by Autumn 2025.

To lay the relevant legislation to postpone elections, I will need a clear commitment to devolution and reorganisation aims from upper-tier councils in an area, including a request from the council/s whose election is to be postponed, on or before Friday 10 January. This request must set out how postponing the election would enable the council to make progress with reorganisation and devolution in parallel on the Devolution Priority Programme, or would speed up reorganisation and enable the area to benefit from devolution as quickly as possible once new unitary structures are in place.

I am working together with my colleague and fellow Minister, Baroness Taylor, who will host a webinar with leaders and chief executives of councils to discuss the next steps I have outlined in this letter. I hope you will be able to attend that discussion.

I welcome your views on any matters raised in this letter. As set out above, I will require a clear commitment to delivering both reorganisation and devolution to the most ambitious timeframe, with any request to delay council elections by Friday 10 January. Please respond or direct any queries to EnglishDevolutionLGENquiries@communities.gov.uk.

I look forward to working with you to build empowered, simplified, resilient and sustainable structures for local government. I am copying this letter to council Chief Executives, and where relevant to Best Value Commissioners. I am also copying this letter to local Members of Parliament, and where relevant to Mayors of combined (county) authorities, and Police (Fire) and Crime Commissioners.

Yours ever,

A handwritten signature in blue ink that reads "Jim McMahon." The signature is written in a cursive style with a large initial 'J'.

JIM MCMAHON OBE MP
Minister of State for Local Government and English Devolution

Appendix B: Devolution Framework Summary Table

(**) refers to functions for which funding will be included in Integrated Settlements for Established Mayoral Strategic Authorities

(^) refers to functions which apply to Combined and Combined County Authorities only

Detail	Foundation	Mayoral	Established
Funding and investment			
Access to a multi-departmental, long-term integrated funding settlement**			X
Long-term investment fund, with an agreed annual allocation		X	X
Removal of gateway review from investment fund, after Gateway One complete			X
Ability to introduce mayoral precepting on council tax^		X	X
Consolidation of local growth and place funding in a single pot**	X	X	X
Strategic leadership			
A statutory duty to produce Local Growth Plans		X	X
Membership of the Council of Nations and Regions		X	X
Membership of the Mayoral Data Council		X	X
Transport and local infrastructure			
Local Transport Authority and public transport functions, including bus franchising and responsibility for an area-wide Local Transport Plan	X	X	X
Simplification and consolidation of local transport funding**	X	X	X
Removal of certain Secretary of State consents, e.g. on lane rental schemes		X	X
Duty to establish a Key Route Network on the most important local roads^		X	X
Mayoral Power of		X	X

Detail	Foundation	Mayoral	Established
Direction over use of constituent authority powers on the Key Route Network [^]			
Priority for strategic rail engagement (including mayoral partnerships) with Great British Railways	x	x	X
Statutory role in governing, managing, planning, and developing the rail network		x	X
An option for greater control over local rail stations		x	X
A 'right to request' further rail devolution			x
Priority for support to deliver multimodal ticketing			X
A clear, strategic role in the decarbonisation of the local bus fleet	x	x	X
Active Travel England support for constituent authority capability [^]	x	x	x
Formal partnership with National Highways		x	x
Skills and employment support			
Joint ownership of the Local Skills Improvement Plan model, with Employer Representative Bodies	X	x	x
Devolution of the core Adult Skills Fund		x	X
Devolution of non-apprenticeship adult skills functions through a consolidated skills funding pot**		x	X
Central convening of youth careers provision including greater flexibility for Careers hubs		x	X
A clear role in relation to 16-19 education and		x	X

Detail	Foundation	Mayoral	Established
training			
Responsibility for developing local Get Britain Working Plans	x	x	X
Devolution of supported employment funding**	x	x	X
Co-design of future employment support that is additional to core Jobcentre Plus provision		x	X
Delegated delivery or commissioning of employment support that is additional to core Jobcentre Plus provision			X
Alignment of Jobcentre Plus boundaries with Strategic Authorities			X
Housing and strategic planning			
A duty to produce a Spatial Development Strategy	x	x	X
Strategic development management powers (once the Spatial Development Strategy is in place)		x	X
Ability to raise a Mayoral Community Infrastructure Levy to fund strategic infrastructure (once the Spatial Development Strategy is in place)		x	X
Ability to make Mayoral Development Orders		x	X
Ability to establish Mayoral Development Corporations		x	X
Homes England compulsory purchase powers (held concurrently)	x	x	X
Devolution of wider grant funding to support regeneration and housing delivery**		x	X
Ability to set the			X

Detail	Foundation	Mayoral	Established
strategic direction of any future programme to support affordable housing provision in their area			
Strategic Place Partnership with Homes England		x	X
Support to establish a public sector land commission			X
Economic development and regeneration			
Partnership working with Department for Science, Industry and Technology and UK Research and Innovation to explore opportunities for closer long-term collaboration in strengthening local research and innovation capacity	X	x	x
Develop joint innovation action plans with Innovate UK to shape long-term strategies and investments		x	x
Embed UK Research and Innovation lead points of contact for enhanced collaborative working on innovation with Mayoral Strategic Authorities that are committed to work collaboratively on innovation		x	x
Responsibility as the accountable body for the delivery of Growth Hubs	x	x	X
Devolution of Growth Hubs funding**			X
A Strategic Partnership with the Department for Business and Trade focused on domestic growth, exports, investment, and delivery of local growth priorities.		x	x
Partnership working	x	x	X

Detail	Foundation	Mayoral	Established
with Department for Culture, Media and Sport Arm's Length Bodies to maximise culture, heritage, and sport spending in place			
Environment and climate change			
Devolution of retrofit funding this parliament subject to a successful transition period (see 3.7)**			X
Heat network zoning coordination role	x	x	X
Coordinating local energy planning to support development of regional network energy infrastructure	x	x	X
Green jobs and skills coordination role	x	x	x
A strategic role on net zero in collaboration with government, including on Great British Energy's Local Power Plan and Warm Homes Plan	x	x	X
Responsibility for coordinating delivery and monitoring of Local Nature Recovery Strategies^	x	x	X
Health, wellbeing and public service reform			
A bespoke statutory health improvement and health inequalities duty^	x	x	X
Mayors engaged during the Integrated Care Boards chair appointment process		x	x
Mayors as members of local Integrated Care Partnerships, and consideration for position of chair or co-chair		x	X
A role in convening partners and driving cross-cutting public service reform, including looking at areas such as	x	x	X

Detail	Foundation	Mayoral	Established
multiple disadvantage			
Public safety			
Mayors accountable for the exercise of Police and Crime Commissioner functions where police force and mayoral boundaries align^		x	X
Mayors accountable for the exercise of Fire and Rescue Authority functions where fire and rescue service and mayoral boundaries align		x	X
A clear and defined role in local resilience, working with the Local Resilience Forum to embed resilience into broader policy and delivery^	x	x	x

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

To: Scrutiny Committee, 29th January 2025

Subject: Update on the approach to improving the accessibility of schools in Kent

Classification: Unrestricted

Summary: This report provides a range of examples of how the LA has worked with schools to meet the requirements of the Equalities Act 2010 to make reasonable adjustment including through the capital programme to support the education of pupils with physical disabilities and complex medical needs in mainstream schools.

Recommendation(s):

The Scrutiny Committee is asked to note the report.

1. Background

1.1 KCC has been working on developing a more strategic and consistent approach to SEND in Kent and this has included putting a range of strategies in place including an Education Health Needs Policy (September 2024), a SEND strategy 2025-28 and Education Accessibility Strategy 2025-28 with a supporting Schools Access Initiative Policy and Procedure. These strategies contribute to ensuring all parts of the SEND system are meeting their statutory duties, the implementation of the Countywide Approach to Inclusive Education, as well as the development of a continuum of education provision where there is greater clarity over the expectations of mainstream, Specialist Resource Provision, Special School Satellites, Pupil Referral Units and Special Schools.

1.2 Whilst the strategies and policies may be new, the statutory responsibilities and work is not. This report includes a number of case studies to exemplify some of the projects that been undertaken over the last five years to improve the accessibility of schools.

2. Implementation of the requirements of the Equalities Act 2010 by the Local Authority and schools

2.1 KCC are committed to supporting all children and young people to be 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. The Equalities Act 2010 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.

2.2 The Act places a duty on the local authority to prepare a written accessibility strategy relating to the schools it is responsible for and a duty on responsible bodies of schools (i.e. governing bodies and trusts) to prepare a written accessibility plan 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 local authority or school must consider the need to allocate adequate resources for their implementation.

2.3 KCC's commitment to improving accessibility has been supported by prioritising the use of capital funding and over the 5-year period 2019-24, £3,152,274 was spent on 83 school accessibility projects. This investment (together with other support outlined below) has enabled children and young people with physical disabilities and or complex medical needs to access education at a local school in their community

2.4 These projects have been delivered through cross- council teams including officers from Education and SEN, Infrastructure, Planning and Finance working closely with individual schools.

2.5 This is a summary of a range of projects to illustrate the breadth of inclusion work going on in mainstream schools to improve accessibility of pupils with physical disability and medical needs.

School	Summary of SAI Benefit/Impact	
Primary school A	<p>The playground area for Reception has been resurfaced, this was funded by SAI. This is to support a pupil who has Vascular Ehler's Danlos Syndrome (VEDS). The risk is that even minor falls to hard surfaces could result in organ damage. The soft surfaces allow the pupil to access play with peers and feel included.</p> <p>This school is also having a care suite built for another Reception pupil. This pupil has a wheelchair and mobility needs caused by stroke and a heart condition. The care suite will allow for personal care at school. This is also being funded by SAI.</p>	<p>£17,525.00 actual costs to complete Reception area works to make safe.</p> <p>Care suite feasibility cost- £164,872.50</p>
Primary school B	<p>Approximately five years ago SAI funded a ceiling tracked hoist in a care suite and widening of doorways. These adjustments are now enabling a year 3 wheelchair user who has Spinal Muscular Atrophy (SMA) to be successfully educated in a local mainstream school close to their home. As with many of these projects, without this work this pupil would have needed to go to an SRP or specialist placement.</p>	<p>£24,569.28 actual costs to complete care suite adaptations</p>
Primary School C	<p>SAI funded ramps to give better access to a wheelchair user.</p>	
Primary School D	<p>There was a large SAI funded project three years ago to support two pupils who are now in year 2, one has spinal deformities and part-time need for a wheelchair</p>	<p>£125,364.19 actual costs to complete the external access works.</p>

	<p>and the second has cerebral palsy. The issue was that there is a hill from the classrooms up to the playground and it was not in any way wheelchair accessible. The work meant that there was a cut made into the hill to allow for a large ramp. This has been very successful providing both pupils excellent access to their playground, allowing them to be with their peers and has increased their independence.</p>	
Primary school E	<p>This school normally has at least 6 children with physical difficulties on roll. SAI has funded a second care suite in the existing SRP, a therapy room and an accessible toilet for children who can walk but have limited mobility. This has all made for better outcomes for the children. The older children and parents have noticed that for example there is no queue to access the care suite, and parents have also appreciated the benefit of having a dedicated therapy room on site.</p>	<p>£84,803,66 actual costs for the second care suite,</p>
Secondary school A	<p>SAI funded works for a wheelchair user, now successful in year 9. KCC had a care suite built at the school to enable the personal care needs of the student. This care suite has a plinth, rise and fall wash basin, wet and dry WC, and ceiling track hoist. Other access works (i.e. ramping) were completed by the school, due to the school being an academy.</p>	<p>£48,712.59 actual costs for the care suite works.</p>
Secondary school B	<p>This student has type 2 Spinal muscular atrophy (SMA) and is a full time powered-wheelchair user.</p>	

	<p>In primary the pupil attended an SRP for physical disability. On primary to secondary transition parents considered both mainstream and special provision but opted for mainstream as they believed attending the special school would have narrowed their child's social grouping.</p> <p>KCC had a care suite built at the mainstream secondary school to enable the personal care needs of the student to be met. This care suite has a plinth, rise and fall wash basin, wet and dry WC, and ceiling track hoist. Other access works (i.e. ramping) were completed by the school, due to the school being an academy.</p> <p>This pupil is now in Year 8 and is flourishing, both academically and socially.</p>	
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2.6 Projects are underway due for completion for September 2025 including those described below:

School	Summary of SAI Benefit/Impact	
Primary School F	<p>This project is to support a child with Batten's Disease who already attends the school. Initial work which has already taken place includes building of a care suite with a mobile hoist and adjustments to windows to reduce light levels. This new project work will support the child's a transition from year 2 to year 3.</p> <p>The proposal is to put in a new care suite and improve general</p>	The care suite and general, access feasibility cost - £176,960.50.

	<p>access e.g. ramping. A feasibility study has taken place, and the specification will signed off in the near future, aiming for completion by September 2025. When the work is complete it will mean that the child can continue to be successful in mainstream with their friends and peers, as well as their sibling who also attend the school.</p>	
<p>Primary school G</p>	<p>This project is to improve accessibility for a child with Spinal Muscular Atrophy (SMA) who will be joining the school in September 2025 as a Reception pupil. Parents want this school as it is local, and the child's sibling already attends.</p> <p>This pupil uses a wheelchair and has care needs. This project is also on track and will mean successful inclusion of another child in their own local school.</p> <p>The feasibility work has already taken place, we are now waiting for the specification. The proposal is for the outside early years area to be levelled off and made more wheelchair accessible, for the indoor year R and year one classes to have their floors raised to avoid use of current steps. All amenities e.g. electric and water, will be adjusted accordingly to account for the new floor height. A new care suite will also be put in as an extension to the current building; and access to the school hall will be improved, this is to include ramping.</p>	<p>The care suite and general, access feasibility cost - £167,621.25</p>

- 2.7 In addition to the important work of the four Assistant Directors for Education in supporting these projects, the statutory Specialist Teaching and Learning Service Physical Disability Team including Complex Medical Needs plays a key role.
- 2.8 The STLS PD and CMN team is complex and multi-faceted. The service advises on investment through KCC's 'school access initiative' and the projects described above will all have been supported by this service.
- 2.9 Their work also includes liaising with local health colleagues so that a package of support can be agreed, and schools feel confident in welcoming children. Their work can include developing care plans and risk assessments so that mainstream schools can effectively meet needs. Finally, the work includes a specific focus on the learning and ensuring pupils can access all subjects, including those which have a practical dimension such as science.
- 2.10 The service currently supports 466 children who attend mainstream nurseries and schools across Kent; the team does not support special schools. Their needs are being met in local mainstream schools including in SRPs..
- 2.11 There are also LA services which 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).
- 2.12 In addition to investment in individual schools, there are 6 mainstream schools (3 primary and 3 secondary) in Kent that offer specialist SRP input for learners who have Physical Disabilities and Complex Medical Needs. Teaching assistants in schools and nurseries are trained up by nurses and other health professionals to ensure pupil needs can be met. The learners access the full mainstream curriculum alongside their chronological peers but can also access additional services such as physiotherapy. Many parents/learners choose this option to be closer to their local community but also to be with other learners that may have a physical presentation e.g. a wheelchair user.
- 2.13 Some pupils require NHS funded support such as for direct nursing care. Once this has been agreed, this support is available at the school the child attends. The Special School Nursing Service supports children and young people at a number of special schools in Kent identified as having level 5 needs. Level 5 is described as Unstable/Unpredictable complex health needs: Young people require nurse led care due to their stability; young person attends school with their nurse/carer from their Continuing Care package. Training requirements:

Skills require clinical decision making and cannot be delegated to unregistered staff.

2.14 In North Kent, young people with physical disabilities and /or complex medical needs have the option of attending Valance Special school. Pupils with physical disabilities and or complex medical needs living in Thanet, Deal, Dover, Folkestone and Hythe attend local mainstream, local SRP or local special schools.

3. Next steps

3.1 The Council's Education Accessibility 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. This was consulted on in the autumn of 2024 and was endorsed by CYPECC members in January 2025. We will continue to implement the strategy in the coming months.

3.2 To support the Education Accessibility Strategy, 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. This was also consulted on in the autumn of 2024 and was endorsed by CYPECC members in January 2025. We will work with stakeholders to implement the SAI Policy and Procedure moving forward, including any applications for SAI capital funding that may be required to support projects identified in paragraphs 2.4 and 2.5.

3.3 Through the commissioning of accessibility audits on all community, foundation, and voluntary controlled schools, KCC is supporting governors and leaders to enable them to 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.

3.4 As part of the work on the Education Accessibility Strategy a small group has been focused on improving communications with parents and carers about the accessibility facilities in different schools, so that they can make informed choices when applying to school. These documents have been developed which are now live on the website and will be updated annually. The documents are included as Appendix A Primary schools accessibility information and Appendix B Secondary-schools-accessibility-information.

3.5 Additionally, Infrastructure are just finalising an interactive (GIS map) version which will enable people to look up schools in their locality and see the facilities these offer.

4. Financial implications

4.1 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. There are no additional revenue costs expected with this proposal. Implementation of the policy will be administered through existing resources. The Policy and Procedure does not, therefore, represent either a financial cost or saving.

5. Legal implications

5.1 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.

5.2 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. Equalities implications

6.1 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. Data Protection Implications

7.1 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.

8. **Other corporate implications**

8.1 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.

9. **Recommendation(s)**

Recommendation(s):

The Scrutiny Committee is asked to note the contents of the report.

10. **Background Documents**

- A. Appendix A Primary schools accessibility information.
- B. Appendix B Secondary-schools-accessibility-information.

11. **Contact Details:**

Report Author: Christine McInnes	Relevant Director: Christine McInnes
Job Title: Director of Education & SEN	Job Title: Director of Education & SEN
Telephone Number: 03000 418913	Telephone: 03000 418913
Email : christine.mcinnnes@kent.gov.uk	Email : christine.mcinnnes@kent.gov.uk

Kent Primary and Junior School Accessibility Information 2025



For ease schools have been listed by area, each split by colour

Please note school information is correct at time of going to print.

Area index

Dartford and Gravesham see pages 2-8

Sevenoaks and Tunbridge Wells see pages 9-17

Tonbridge and Maidstone see pages 18-28

Canterbury and Swale see pages 29-38

Ashford and Folkestone & Hythe see pages 39-48

Dover and Thanet see pages 49-57

Dartford and Gravesham

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4035	Alkerden Church of England Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2120	Bean Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2679	Brent Primary School	There is no drop off point	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2095	Cecil Road Primary and Nursery School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2019	Chantry Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2076	Cherry Orchard Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
2094	Cobham Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2024	Copperfield Academy	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2689	Craylands School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2110	Culverstone Green Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2117	Dartford Bridge Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2069	Dartford Primary Academy	There is no drop off point	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2140	Ebbsfleet Green Primary School	There is no drop off point	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5229	Fleetdown Primary Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2685	Gateway Primary Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2062	Greenlands Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2109	Higham Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5202	Holy Trinity Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
5213	Holy Trinity Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2063	Istead Rise Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2500	Joydens Wood Infant School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2674	King's Farm Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2092	Knockhall Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3296	Langafel Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2116	Lawn Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3915	Manor Community Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2066	Maypole Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2656	Meopham Community Academy	There is no drop off point	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3914	Oakfield Primary Academy	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3733	Our Lady's Catholic Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are general changing rooms (e.g. for sports)
2525	Painters Ash Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2112	River Mill Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2462	Riverview Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2107	Rosherville Church of England Academy	There is no drop off point	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3020	Sedley's Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2119	Shears Green Infant School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3019	Shorne Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2509	Singlewell Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2129	Springhead Park Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3728	St Anselm's Catholic Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5210	St Botolph's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5404	St Georges Church Of England School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3708	St John's Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
5222	St Joseph's Catholic Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3021	Stone St Mary's CofE Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5204	Sutton-At-Hone Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2657	Temple Hill Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2029	Tymerwood Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2519	Vigo Village School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2684	Wentworth Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2676	West Hill Primary Academy	There is a drop off point suitable for PRM	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2658	Westcourt Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is no accessible toilet	There are general changing rooms (e.g. for sports)
2077	Westgate Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3900	Whitehill Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5219	Wilmington Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2666	Wrotham Road Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2438	Joydens Wood Junior School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2096	Riverview Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2431	Shears Green Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

Sevenoaks and Tunbridge Wells

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2089	Anthony Roper Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3022	Benenden Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3023	Bidborough Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2490	Bishops Down Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3306	Brenchley and Matfield Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2651	Broadwater Down Primary School	There is a drop off point suitable for PRM	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2128	Capel Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3307	Chevening, St Botolph's Church of England Voluntary Aided Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3025	Chiddingstone Church of England School	There is a drop off point suitable for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3055	Churchill Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2465	Claremont Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
3308	Colliers Green Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3027	Cranbrook Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2088	Crockenhill Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3054	Crockham Hill Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3896	Downsview Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2130	Dunton Green Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2099	Edenbridge Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3015	Fawkham Church of England Voluntary Controlled Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3313	Fordcombe Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2134	Four Elms Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3198	Frittenden Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3029	Goudhurst and Kildown Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2133	Halstead Community Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2511	Hartley Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3032	Hawkhurst Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3312	Hever Church of England Voluntary Aided Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3907	Hextable Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2615	High Firs Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2001	Horizon Primary Academy	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2135	Horsmonden Primary Academy	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
5215	Horton Kirby Church of England Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3318	Ide Hill Church of England Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2136	Kemsing Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3317	Lady Boswell's Church of England Voluntary Aided Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3034	Lamberhurst St Mary's CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2482	Langton Green Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2137	Leigh Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2682	New Ash Green Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2138	Otford Primary School	There is no drop off point	No parking available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5217	Our Lady of Hartley Catholic Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2127	Paddock Wood Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist
2139	Pembury School	There is no drop off point	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
3314	Penshurst Church of England Voluntary Aided Primary School	There is no drop off point	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2459	Riverhead Infants' School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3913	Rusthall St Paul's CofE VA Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2142	Sandhurst Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3035	Seal Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2632	Sevenoaks Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2148	Shoreham Village School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3309	Sissinghurst Voluntary Aided Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2045	Skinner's Kent Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3297	Southborough CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3042	Speldhurst Church of England Voluntary Aided Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3754	St Augustine's Catholic Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3320	St Barnabas CofE VA Primary School	There is no drop off point	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors only	There is a dedicated changing facility without a hoist
5214	St Bartholomew's Catholic Primary School	There is no drop off point	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3298	St Edmund's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist
3322	St James' Church of England Voluntary Aided Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3037	St John's Church of England Primary School	There is no drop off point	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3050	St John's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3303	St Katharine's Knockholt Church of England Voluntary Aided Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3201	St Lawrence Church of England Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3052	St Mark's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3373	St Mary's Church of England Voluntary Aided Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3294	St Matthew's High Brooms Church of England Voluntary Controlled Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3010	St Pauls' Church of England Voluntary Controlled Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3053	St Peter's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3751	St Thomas' Catholic Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3043	Sundridge and Brasted Church of England Voluntary Controlled Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2018	Temple Grove Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2147	Weald Community Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2025	Wells Free School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2141	Amherst School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

Tonbridge and Maidstone

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5209	Allington Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2027	Archbishop Courtenay Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2080	Barming Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2086	Bishop Chavasse Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5201	Borough Green Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2161	Boughton Monchelsea Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3061	Bredhurst Church of England Voluntary Controlled Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2514	Brookfield Infant School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2171	Brunswick House Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3062	Burham Church of England Primary School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2114	Cage Green Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2677	Coxheath Primary School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2065	Discovery School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5212	Ditton Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist
2163	East Farleigh Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2164	East Peckham Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3898	Greenfields Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2132	Hadlow Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3067	Harrietsham Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2165	Headcorn Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There are general changing rooms (e.g. for sports)
3033	Hildenborough Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2166	Hollingbourne Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2041	Holy Family Catholic Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3323	Hunton Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2167	Ightham Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2043	Jubilee Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2680	Kings Hill School Primary and Nursery	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2578	Kingswood Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3091	Laddingford St Mary's Church of England Voluntary Controlled Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2073	Langley Park Primary Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3069	Leeds and Broomfield Church of England Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2131	Leigh Academy Bearsted	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2168	Lenham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3324	Leybourne, St Peter and St Paul Church of England Primary Academy	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2662	Long Mead Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2044	Loose Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2562	Lunsford Primary School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2520	Madginford Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2183	Marden Primary Academy	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2185	Mereworth Community Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2007	Molehill Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3745	More Park Catholic Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2003	Oaks Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2187	Offham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3906	Palace Wood Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2176	Park Way Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3325	Platt Church of England Voluntary Aided Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2169	Platts Heath Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2188	Plaxtol Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2085	Royal Rise Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2189	Ryarsh Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2552	Sandling Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2586	Senacre Wood Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2190	Shipbourne School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2155	Slade Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5200	Snodland CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2180	South Borough Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5207	St Francis' Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3089	St George's Church of England Voluntary Controlled Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2006	St James the Great Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3372	St John's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2118	St Katherine's School & Nursery	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3744	St Margaret Clitherow Catholic Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3090	St Margaret's, Collier Street Church of England Voluntary Controlled School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3059	St Mark's Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3073	St Michael's Church of England Infant School	There is no drop off point	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2474	St Paul's Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3057	St Peter's Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2192	Staplehurst School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2539	Stocks Green Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2156	Sussex Road Community Primary School	There is no drop off point	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2193	Sutton Valence Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3081	Thurnham Church of England Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2008	Tiger Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2004	Tree Tops Primary Academy	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3082	Trottscliffe Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2530	Tunbury Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3083	Ulcombe Church of England Primary School	There is no drop off point	On road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2030	Valley Invicta (Aylesford) Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2172	Valley Invicta (East Borough) Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2037	Valley Invicta (Holborough Lakes) Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2038	Valley Invicta (Kings Hill) Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2036	Valley Invicta (Leybourne Chase) Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3084	Wateringbury Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2653	West Borough Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
3086	West Malling Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2079	Woodlands Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3088	Wouldham, All Saints Church of England Voluntary Controlled Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3092	Yalding, St Peter and St Paul Church of England Voluntary Controlled Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5223	Brookfield Junior School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5208	Ditton Church of England Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2175	North Borough Junior School	There is no drop off point	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5203	Roseacre Junior School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3072	St Michael's Church of England Junior School	There is no drop off point	On road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Canterbury and Swale

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3119	Adisham Church of England Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3328	Bapchild and Tonge Church of England Primary School and Nursery	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is no accessible toilet	There are no changing facilities
3120	Barham Church of England Primary School	There is a drop off point suitable for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2258	Blean Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for pupils only	There is a dedicated changing facility with hoist
2223	Bobbing Village School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3329	Borden Church of England Primary School	There is no drop off point	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3282	Boughton-under-Blean and Dunkirk Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3330	Bredgar Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3122	Bridge and Patribourne Church of England Primary School	There is no drop off point	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2534	Bysing Wood Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2654	Canterbury Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2254	Canterbury Road Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2259	Chartham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3123	Chislet Church of England Primary School	There is no drop off point	On road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2228	Davington Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3106	Eastchurch Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2226	Eastling Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2227	Ethelbert Road Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2229	Graveney Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2595	Grove Park Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5220	Halfway Houses Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2264	Hampton Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3332	Hartlip Endowed Church of England Primary School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2263	Herne Bay Infant School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There is a dedicated changing facility without a hoist
3295	Herne Church of England Infant and Nursery School	There is no drop off point	No parking available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3109	Hernhill Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2265	Hoath Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2629	Holywell Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2230	Iwade School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3910	Joy Lane Primary Foundation School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2021	Kemsley Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2055	Lansdowne Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3126	Littlebourne Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2231	Lower Halstow Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2232	Luddenham School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2233	Lynsted and Norton Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3110	Milstead and Frinsted Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2022	Milton Court Primary Academy	There is no drop off point	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2235	Minster in Sheppey Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3111	Newington Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2513	Oaks Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3108	Ospringe Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2607	Parkside Community Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2026	Petham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2098	Pilgrims' Way Primary School	There is no drop off point	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2237	Queenborough School and Nursery	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2048	Reculver Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2249	Regis Manor Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2090	Richmond Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2239	Rodmersham School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2245	Rose Street Primary School	There is no drop off point	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3112	Selling Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2246	Sheldwich Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2435	South Avenue Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3129	St Alphege Church of England Infant School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2144	St Clement's CE Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2054	St Edward's Catholic Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist
5228	St George's CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2000	St John's Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2051	St Mary of Charity CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3715	St Mary's Catholic Primary School, Whitstable	There is a drop off point suitable for PRM	On road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3714	St Peter's Catholic Primary School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3289	St Peter's Methodist Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2611	St Stephen's Infant School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3749	St Thomas' Catholic Primary School	There is a drop off point suitable for PRM	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3128	Sturry Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2126	Sunny Bank Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There is a dedicated changing facility without a hoist
2643	Swalecliffe Community Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3117	Teynham Parochial Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2034	Thistle Hill Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2569	Thornden Wood Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
3337	Tunstall Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2013	Water Meadows Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2434	West Minster Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3912	Westlands Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2268	Westmeads Community Infant School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3130	Wickhambreaux Church of England Primary School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
5221	Wincheap Foundation Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5206	Herne Bay Junior School	There is no drop off point	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3338	Herne Church of England Junior School	There is no drop off point	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2463	Minterne Junior School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2608	St Stephen's Junior School	There is no drop off point	On road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3339	Whitstable and Seasalter Endowed Church of England Junior School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2269	Whitstable Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

Ashford and Folkestone & Hythe

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2270	Aldington Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility without a hoist
5224	All Soul's Church of England Primary School	There is no drop off point	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3909	Ashford Oaks Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2060	Beaver Green Primary School	There is no drop off point	No parking available	Entirely step free access	At all key locations	There is no accessible toilet	There are no changing facilities
2278	Bethersden Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3146	Bodsham Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3136	Brabourne Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2081	Brenzett Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2279	Brook Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3137	Brookland Church of England Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3904	Castle Hill Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2280	Challock Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3343	Charing Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2510	Cheriton Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility with hoist
3138	Chilham, St Mary's Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2093	Chilmington Green Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3148	Christ Church Cep Academy, Folkestone	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2692	Churchill School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2574	Downs View Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2650	Dymchurch Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2272	East Stour Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3199	Egerton Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3347	Elham Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2061	Finberry Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2143	Folkestone Primary	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3349	Folkestone St Mary's Church of England Primary Academy	There is no drop off point	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2686	Furley Park Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3920	Goat Lees Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2625	Godinton Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2282	Great Chart Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
5218	Greatstone Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2286	Hamstreet Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility with hoist
5225	Harcourt Primary School	There is no drop off point	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2298	Hawkinge Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for pupils only	There is a dedicated changing facility with hoist
3139	High Halden Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3902	Hythe Bay CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3134	John Mayne Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
6919	John Wallis Church of England Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3299	John Wesley Church of England Methodist Voluntary Aided Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3140	Kingsnorth Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3284	Lady Joanna Thornhill Endowed Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2059	Lydd Primary School	There is a drop off point suitable for PRM	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3154	Lyminge Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3155	Lympne Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2039	Martello Primary	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2285	Mersham Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2087	Morehall Primary School and Nursery	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2296	Mundella Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2524	Palmarsh Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3893	Phoenix Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3142	Pluckley Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2002	Repton Manor Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2287	Rolvenden Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3350	Saltwood CofE Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2545	Sandgate Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3153	Seabrook Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2300	Sellindge Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3160	Selsted Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2288	Swarden Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2289	Smeeth Community Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3718	St Augustine's Catholic Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3348	St Eanswythe's Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3149	St Martin's Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3340	St Mary's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3143	St Michael's Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2078	St Nicholas Church of England Primary Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3150	St Peter's Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3743	St Simon of England Roman Catholic Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3716	St Teresa's Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5216	Stella Maris Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3158	Stelling Minnis Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3159	Stowting Church of England Primary School	There is a drop off point suitable for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2290	Tenterden Infant School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2275	Victoria Road Primary School	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2276	Willesborough Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3346	Wittersham Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3145	Woodchurch Church of England Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2052	Kennington Church of England Academy	There is no drop off point	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3144	Tenterden Church of England Junior School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5226	Willesborough Junior School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

Dover and Thanet

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3351	Ash Cartwright and Kelsey Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
2454	Aycliffe Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2648	Aylesham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3178	Birchington Church of England Primary School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2603	Bromstone Primary School	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2329	Callis Grange Nursery and Infant School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2559	Capel-le-Ferne Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
2058	Charlton Church of England Primary School	There is a drop off point suitable for PRM	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2596	Chilton Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2028	Cliftonville Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2015	Dame Janet Primary Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3353	Deal Parochial Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3163	Downs Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2017	Drapers Mills Primary Academy	There is a drop off point suitable for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3167	Eastry Church of England Primary School	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2340	Ellington Infant School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2320	Eythorne Elvington Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
3917	Garlinge Primary School and Nursery	There is no drop off point	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3168	Goodnestone Church of England Primary School	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3916	Green Park Community Primary School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3169	Guston Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3179	Holy Trinity and St John's Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3364	Holy Trinity Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3911	Hornbeam Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3173	Kingsdown and Ringwold Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2318	Langdon Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2321	Lydden Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3182	Minster Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3183	Monkton Church of England Primary School	There is a drop off point suitable for PRM	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3918	Newington Community Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There are no changing facilities
2010	Newlands Primary School	There is no drop off point	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
3171	Nonington Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3172	Northbourne Church of England Primary School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2009	Northdown Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2672	Palm Bay Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2322	Preston Primary School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2309	Priory Fields School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2345	Priory Infant School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2064	Ramsgate Arts Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2312	River Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2011	Salmestone Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2659	Sandown School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2626	Sandwich Infant School	There is a drop off point, but not specifically designed for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2316	Shatterlocks Infant and Nursery School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3175	Shepherdswell Church of England Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
3358	Sholden Church of England Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2337	St Crispin's Community Infant School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3722	St Ethelbert's Catholic Primary School	There is no drop off point	No bays available, standard parking only	Partially step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
5447	St George's Church of England Foundation School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3889	St Gregory's Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
3890	St Joseph's Catholic Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3719	St Joseph's Catholic Primary School, Aylesham	There is a drop off point, but not specifically designed for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2532	St Margaret's-at-Cliffe Primary School	There is no drop off point	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2313	St Martin's School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3720	St Mary's Catholic Primary School, Deal	There is no drop off point	No parking available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3356	St Mary's Church of England Primary School	There is no drop off point	No parking available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors only	There are no changing facilities
2328	St Mildred's Infant School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
3186	St Nicholas At Wade Church of England Primary School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3740	St Richard's Catholic Primary School	There is a drop off point suitable for PRM	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2023	Temple Ewell Church of England Primary School	There is a drop off point, but not specifically designed for PRM	No parking available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2531	Vale View Community School	There is no drop off point	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities
2307	Warden House Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2315	White Cliffs Primary and Nursery School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
2471	Whitfield Aspen School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2326	Wingham Primary School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
2327	Worth Primary School	There is no drop off point	No parking available	Limited/no step free access	No automatic doors	There is no accessible toilet	There are no changing facilities

Junior Schools

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
2310	Barton Junior School	There is no drop off point	No parking available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2020	Christ Church Church of England Junior School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are no changing facilities
2627	Sandwich Junior School	There is a drop off point suitable for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2014	St Laurence In Thanet Church of England Junior Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
3360	St Peter-in-Thanet CofE Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
3181	St Saviour's Church of England Junior School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
2523	Upton Junior School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

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Kent Secondary School Accessibility Information 2025



For ease schools have been listed by area,
each split by colour

Please note school information is correct at time of going to print.

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Dartford and Gravesham

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Sevenoaks and Tunbridge Wells

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Tonbridge and Maidstone

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Canterbury and Swale

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Dover and Thanet

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Dartford and Gravesham

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4035	Alkerden Church of England Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5406	Dartford Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5411	Dartford Grammar School for Girls	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4026	Dartford Science & Technology College	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4001	Ebbsfleet Academy	There is no drop off point	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5465	Gravesend Grammar School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
6910	Leigh Academy	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4012	Leigh UTC	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
6914	Longfield Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5467	Mayfield Grammar School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4004	Meopham School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There is a dedicated changing facility with hoist
4040	Northfleet School for Girls	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5456	Northfleet Technology College	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5404	St Georges Church Of England School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5461	St John's Catholic Comprehensive School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4024	Stone Lodge School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5407	Thamesview School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
6920	Wilmington Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5403	Wilmington Grammar School for Boys	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5400	Wilmington Grammar School for Girls	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

Sevenoaks and Tunbridge Wells

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5464	Bennett Memorial Diocesan School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5416	Cranbrook School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
6905	Knole Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5439	Mascalls Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4031	Orchards Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
6916	Skidders' Kent Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5418	Skidders' School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5435	St Gregory's Catholic School	There is a drop off point suitable for PRM	On road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4006	Trinity School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
4043	Tunbridge Wells Girls' Grammar School	There is no drop off point	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4045	Tunbridge Wells Grammar School for Boys	There is no drop off point	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

Tonbridge and Maidstone

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4029	Aylesford School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
6913	Cornwallis Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4009	Hadlow Rural Community School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5450	Hillview School for Girls	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4027	Holmesdale School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4058	Invicta Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4622	Judd School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4036	Leigh Academy Hugh Christie	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5455	Leigh Academy Tonbridge	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There are general changing rooms (e.g. for sports)
4015	Lenham School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4522	Maidstone Grammar School	There is no drop off point	No bays available, standard parking only	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4523	Maidstone Grammar School for Girls	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5425	Malling School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5401	Maplesden Noakes School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
6912	New Line Learning Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5422	Oakwood Park Grammar School	There is a drop off point suitable for PRM	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4019	School of Science and Technology Maidstone	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4000	St Augustine Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5432	St Simon Stock Catholic School	There is a drop off point suitable for PRM	On road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5443	Tonbridge Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4249	Valley Park School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
4046	Weald of Kent Grammar School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5409	Wrotham School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

Canterbury and Swale

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4033	Abbey School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5426	Archbishop's School	There is a drop off point suitable for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5444	Barton Court Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
4028	Barton Manor School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4527	Borden Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5421	Canterbury Academy	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4037	EKC Sheppey Secondary	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5414	Fulston Manor School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5448	Herne Bay High School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4080	Highsted Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4038	Leigh Academy Minster	There is a drop off point suitable for PRM	On road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5449	Queen Elizabeth's Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4534	Simon Langton Girls' Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
5412	Simon Langton Grammar School for Boys	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
4002	Sittingbourne School	There is a drop off point suitable for PRM	On road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors only	There are general changing rooms (e.g. for sports)
6911	Spires Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5446	St Anselm's Catholic School	There is a drop off point suitable for PRM	On road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5434	Westlands School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4091	Whitstable School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

Ashford and Folkestone & Hythe

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
5466	Brockhill Park Performing Arts College	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4032	Chilmington Green Secondary School	There is a drop off point suitable for PRM	No parking available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
4020	Folkestone Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
5437	Folkestone School for Girls	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors only	There are general changing rooms (e.g. for sports)
4101	Harvey Grammar School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4092	Highworth Grammar School	There is a drop off point suitable for PRM	No bays available, standard parking only	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5408	Homewood School and Sixth Form Centre	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
6919	John Wallis Church of England Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
6909	Marsh Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
4246	North School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4528	Norton Knatchbull School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Partially step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4196	Towers School and Sixth Form Centre	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4021	Turner Free School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4007	Wye School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist

Dover and Thanet

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4113	Astor Secondary School	There is a drop off point suitable for PRM	Off road parking bays available	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4016	Charles Dickens School	There is a drop off point suitable for PRM	No bays available, standard parking only	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5462	Chatham & Clarendon Grammar School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5460	Dane Court Grammar School	There is a drop off point, but not specifically designed for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4034	Dover Christ Church Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility with hoist
5459	Dover Grammar School for Boys	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4109	Dover Grammar School for Girls	There is no drop off point	No parking available	Limited/no step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are no changing facilities
6918	Duke of York's Royal Military School	There is a drop off point suitable for PRM	Off road parking bays available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4023	Goodwin Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

DFE	School Name	Is there a drop off point for Persons with reduced mobility (PRM)?	Are there any Blue Badge parking bays?	Is there step free access?	Are automatic doors installed?	Is there an accessible toilet?	Are accessible changing facilities available?
4172	Hartsdown Academy	There is no drop off point	No bays available, standard parking only	Partially step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4120	King Ethelbert School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At some locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4030	Royal Harbour Academy	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5463	Sandwich Technology School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	No automatic doors	There is an accessible toilet for pupils only	There are general changing rooms (e.g. for sports)
5428	Sir Roger Manwood's School	There is a drop off point suitable for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
4013	St Edmund's Catholic School	There is a drop off point, but not specifically designed for PRM	No bays available, standard parking only	Limited/no step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)
5447	St George's Church of England Foundation School	There is a drop off point suitable for PRM	Off road parking bays available	Entirely step free access	At all key locations	There is an accessible toilet for staff/visitors and pupils	There is a dedicated changing facility without a hoist
4633	Ursuline College	There is no drop off point	No parking available	Partially step free access	No automatic doors	There is an accessible toilet for staff/visitors and pupils	There are general changing rooms (e.g. for sports)

By: Anna Taylor, Scrutiny Research Officer

To: Scrutiny Committee, 29 January 2025

Subject: Work Programme

Summary: This report gives details of the proposed work programme for the Scrutiny Committee.

1. Introduction

- a) Any Member of the Council is entitled to give notice that they wish an item relevant to the functions of the Committee (which is not an excluded matter) to be included on the agenda for the next available meeting.
 - b) The definition of an excluded matter referenced above is:
 - a. Any matter relating to a planning or licensing decision,
 - b. Any matter relating to a person in respect of which that person has a right of recourse to a review of right of appeal conferred by or under any enactment,
 - c. Any matter which is vexatious, discriminatory or not reasonable to be included in the agenda or discussion at a meeting of the Scrutiny Committee.
 - c) The Scrutiny Committee has the ability to 'call-in' decisions made by the Cabinet or individual Cabinet Members. Any two Members from more than one Political Group may give notice within five clear working days from the publication of a decision taken of their wish to call-in the decision.
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2. Recommendation

The Scrutiny Committee is asked to consider and note the report.

Background Documents

None

Contact Details

Anna Taylor
Scrutiny Research Officer
anna.taylor@kent.gov.uk
03000 416478

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Work Programme - Scrutiny Committee January 2025

Items identified for upcoming meetings

Date requested	Item
November 2023	Framing Kent's Future (deferred from November 2023)
06.12.23	Decision 23/00083 – Supported Accommodation Service 16-19 and transitional arrangements
January 2024	23/00107 Kent SEND Sufficiency Plan 2023 - Chairman request to place this decision on the Scrutiny Committee/SEND Sub-Committee agenda for discussion at an appropriate time. (This went to Cabinet Committee in November 2023 and Cabinet in January 2024)
24.01.24	Request at Scrutiny Committee for: a. a deep dive into the mainstream home to school transport budget; and b. cross examination of the Council's school admissions, home to school transport and public transport policies.
28.02.24	Discussion with ASCH Chairman, Scrutiny Ch & Spokespeople in relation to further scrutiny of ASCH contracts – potentially 6 month on review. Ensure minimal duplication in Committee.
April 2024	European Union Entry Exit System – further monitoring
18.09.24	Asset Management Strategy.

Work Programme

26 February 2025	
Item	Item background
Homeless Connect	Requested on 06.06.23 - report back on social and financial impacts of the decision to end funding to Homeless Connect – deferred from July meeting

16 July 2025	
Item	Item background

Provisional Future Items

June 2025 – Budget monitoring year end

June 2025 – Scrutiny Committee meeting as Crime and Disorder Committee

November 2025 – Kent Flood Risk Management Committee Annual Report

November – Draft Budget

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