

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

**Tuesday, 16th September, 2025**

**10.00 am**

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





## **AGENDA**

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

**Tuesday, 16 September 2025 at 10.00 am**

Ask for: **Georgia  
Humphreys**  
Telephone: **03000 412133**

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

#### **Membership (13)**

Reform UK (9):	Mr B Fryer (Chairman), Mr O Bradshaw, Ms I Kemp, Mr A Kibble, Mr R Mayall, Dr G Sturley, Mr P Thomas, Mrs P Williams and Vacancy
Liberal Democrat (1):	Mrs T Dean, MBE
Green (1):	Mr P Stepto
Conservative (1):	Ms C Russell
Labour (1):	Ms C Nolan

#### **UNRESTRICTED ITEMS**

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

- 1 Election of Vice-Chair
- 2 Apologies and Substitutes
- 3 Declarations of Interest
- 4 Minutes of the meeting held on 15 July 2025 (Pages 1 - 6)
- 5 Verbal Updates by Cabinet Members
- 6 Performance Monitoring (Pages 7 - 68)
- 7 25/00073 Release of capital for the second phase of works to increase the Designated Number at Nexus Foundation Special School (Pages 69 - 84)
- 8 25/00071 Funding of Services to Schools 2026-27 (Pages 85 - 142)

- 9 25/00069 Commissioning of Short Break Day Activities 2026 to 2028 (Pages 143 - 186)
- 10 Local Authority Designated Officer (LADO) Education Safeguarding Service (LESAS) Annual Report 2024-25 (Pages 187 - 212)
- 11 Private Fostering Annual Report 2024-25 (Pages 213 - 232)
- 12 Work Programme (Pages 233 - 234)

### **EXEMPT ITEMS**

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

Benjamin Watts  
General Counsel  
03000 416814

**Monday, 8 September 2025**

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**KENT COUNTY COUNCIL**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 15th July, 2025.

PRESENT: Mr O Bradshaw, Mr B Fryer, Ms I Kemp, Mr A Kibble, Mr R Mayall, Ms C Nolan, Ms A Randall, Ms C Russell, Mr P Stepto, Dr G Sturley, Mr P Thomas and Mrs P Williams

ALSO PRESENT: Mrs B Fordham (Cabinet Member for Education and Skills) and Mrs C Palmer (Cabinet Member for Integrated Children's Services)

IN ATTENDANCE: Sarah Hammond (Corporate Director Children, Young People and Education), Kevin Kasaven (Director of Children's Countywide Services), Ingrid Crisan (Director of Operations, Integrated Children's Services), Christine McInnes (Director of Education & SEND), Craig Chapman (Assistant Director - Fair Access and (Interim) SEN Processes), Ian Watts (Assistant Director Education, North), Jordan Regan and Georgia Humphreys (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**1. Election of Chair**  
*(Item 2)*

1. Mr Fryer was nominated by the Leader to be the Chairman of the Children's, Young People and Education Cabinet Committee.
2. The Committee agreed the nomination and Mr Fryer was declared as Chairman of the Committee.
3. RESOLVED that Mr Fryer was elected as the Chairman of the Children's, Young People and Education Cabinet Committee.

**2. Election of Vice-Chair**  
*(Item 3)*

1. Ms Kemp proposed, and Mr Bradshaw seconded that Ms Randall be elected as Vice-Chair of the Children's, Young People and Education Cabinet Committee.
2. As there were no further nominations, the Chairman declared Ms Randall as Vice-Chair of the Committee.
3. RESOLVED that Ms Randall be elected Vice-Chair of the Children's, Young People and Education Cabinet Committee.

**3. Apologies and Substitutes**  
*(Item 4)*

Apologies had been received from Mr Reidy and Mrs Dean for whom Mr Streatfield was present as substitute.

**4. Declarations of Interest by Members in items on the Agenda**  
(Item 5)

1. Ms Nolan declared that she was a foundation Governor at St Anselm's School and a member of the Veritas Academy Trust.

**5. Minutes of the meeting held on 27 February 2025**  
(Item 6)

RESOLVED that the open and exempt minutes of the meeting held on 27 February 2025 were correct records.

**6. 25/00040 Broomhill Bank School - Removal of Residential Provision from September 2025**  
(Item 7)

1. Mrs Fordham, Cabinet Member for Education and Skills, introduced the item, providing the Committee with background information about the school. Additionally, sharing that she was impressed with her recent visit to the school.
2. Ms McInnes, Director of Education, assured the Committee that the outcomes of the consultation were not a reflection of the quality of the provision.
3. Mr Watts, Assistant Director Education – North, provided the Committee with an overview of the content of the paper and advised the Committee that the decision had been carefully considered and would not impact the education of those attending the school. Negative feedback was received from those directly associated with the school which was to be expected as the provision was rated outstanding. This decision would lead to a financial saving as the day rate for pupils was cheaper than the residential cost, there was the possibility for that saving to be redirected to other priorities.
4. In response to comments and questions it was said:
  - a. Mr Watts explained that the school was undergoing a consultation to expand its designated number of students from 318 to 490, most additional places were planned for the North Hextable site. The expansion involved investing in new buildings to create modern educational facilities. By repurposing existing buildings the school aimed to support a wider range of student needs including more complex educational requirements. The consultation was set to conclude by the end of the term and formal proposals for the expansion were to be reviewed in the autumn.
  - b. The school maintained the same staff and opportunities for both day and residential pupils, focusing on local provision to ensure appropriate care. Final financial details were still being confirmed but the cost estimates for creating 105 additional places through the new



build and conversion was favourable compared to standard benchmark costs.

- c. Kent had shown commitment to keep provision in place before this decision. There was a significant cost each year for this provision, KCC had carefully tested the need for this provision overtime, it was believed that it was appropriate to end the residential provision. Ms McInnes added that historically children with hearing or visual impairments were sent to boarding schools, presently these needs were successfully met through mainstream education with support services. The boarding school did not meet social care thresholds and was part of a national trend of reducing residential school placements. With the limited Special Educational Needs and Disabilities (SEND) budget, KCC preferred to invest in local special school provisions that enable children to live at home and attend school daily.
- d. In terms of the cost effectiveness of moving away from boarding school placements, it was said that there was a lack of SEND places in north Kent, the Local Authority was seeking local day placement options to reduce long distance travel for students. Whilst no comprehensive cost benefit analysis had been completed, the low student numbers made a direct comparison difficult.
- e. Any unused buildings that were to come from the residential provision would be difficult to convert for the extra cohort due to them not being classroom space. This would afford the school the opportunity to use this space for intervention, as break-out space and admin space. The appropriate teaching areas were to be provided with the new builds.

RESOLVED that the Committee considered and endorsed the proposed decision.

**7. 25/00044 Determination of the Post 16 Transport Policy Statement including Post 19 Transport 2025-26**  
(Item 8)

1. Mrs Fordham explained that all councils had to publish a transport policy, adding that there were no changes from the previous year.
2. Mr Chapman, Head of Fair Access, added that Kent had a statutory duty to consult on a post-16 transport policy each year. It was expected that the work was completed by May each year, but due to the 2025 local elections in Kent, this had been delayed. The discussion of this statement was important for the general operation of Kent's transport offer.

RESOLVED that the Committee considered and endorsed the proposed decision.

**8. 25/00045 Post 16 Transport Policy Statement including Post 19 for 2026/27**  
(Item 9)

1. Mrs Fordham introduced the paper and gave an overview of the reasoning behind the decision.
2. Mr Chapman gave an overview of the decision, adding that since the publication of the paper the annual increase in cost of the saver pass had occurred, so the correct costing of that was £630. The current system was no longer sustainable, the service was looking to offer families a personal

travel budget rather than a vehicle. This was due to a 75% increase in qualifying students in the past six years and a 40% increase in transport costs per pupil which had pushed annual spending over £10 million. The aim was to maintain support for students with specific needs whilst making the transport system more financially sustainable, with 34% of consultation respondents agreeing with proposed changes.

3. In response to comments and questions it was said:
  - a. The impact of this decision had been analysed, when looking at the 2024/25 cohort of 1500 young people, with 200 selecting a Personal Transport Pass (PTP), it was understood that this had the possibility to cause 1300 new vehicles on the road or around 300 if ride sharing occurred. The average cost of a taxi was £8600 which made a full transition to taxi use unlikely, there was a focus on facilitating alternative transport arrangements. Mr Chapman emphasised the importance of the analysis providing transparency for parents and students about future transfer options before school selection.
  - b. Mr Chapman shared that out of 621 young people previously receiving transport support, only 24 cases were initially declined. Of the declined cases, most found alternative solutions: 37% received alternative social care support, 8% moved to different educational provisions, 12% found their own transportation methods and just one person left education entirely. The proposed changes aimed to provide financial support between £1,317 and £4,370 in mileage payments, balancing individual needs with broader system requirements. Whilst the changes had the potential to impact some individuals they had been carefully considered by the service.
  - c. Mrs Hammond added that last year the Local Authority processed over 800 Education, Health and Care Plan's (EHCP's) for individuals aged 19 to 25. Of the over 800, 90 people continued to receive adult social care, 550 had no additional needs and did not require continued support from the Local Authority and some individuals transitioned into work or apprenticeships. Mrs Hammond emphasised that there was no substantial evidence suggesting that young people with EHCP's were significantly impacting adult social care services when their educational support ceased somewhere between the ages of 19 to 25.
  - d. Mr Chapman added that the aim was to transform how Kent supports young people's independence. The service was to start compelling young learners and families to engage with the Independent Travel Training Scheme from age 16. The default expectation was to promote self-sufficiency however flexibility would be maintained through the Member-led Regulation Committee. This ensured that individuals with the highest level of need could still receive specialised transportation support.
  - e. There was an aim to create flexible transport arrangements from rural schools, by implementing the School Led Transport scheme for students. The policy aimed to allow schools develop their own transport solutions using existing vehicles, whilst providing travel training that assessed individual student capabilities. There would be an assessment stage before travel training to identify those who would not be able to cope in those scenarios. Mr Chapman added that positive conversations had taken place with leaders in rural

schools, these schools had asked for flexibility to work with KCC for their own arrangements.

- f. A Member raised that there needed to be a focus on the lack of bus services and to ensure that young people were given the opportunity for independence and entry into the workforce in adulthood.

RESOLVED that the Committee considered and endorsed the proposed decision.

**9. 25/00047 Children's Social Care Prevention Grant 2025/2026 (Families First)**  
*(Item 10)*

1. Mrs Palmer, Cabinet Member for Integrated Children's Services, explained that the focus of the decision was to ensure an integrated, family centred approach to support for children aged 0-18 or 0-25 for those with SEND.
2. Ms Crisan, Director of Operations, Integrated Children's Services, added that this was a national grant offered to all local authorities to implement reforms from the Children's Wellbeing Bill.
3. In response to comments and questions it was said:
  - a. There was a move nationally to recognise and expand the roles of alternatively qualified professionals, such as social work assistants, to allow them to perform functions traditionally reserved for fully qualified social workers in children's services such as assessments, care planning and interventions.

RESOLVED that the Committee considered and endorsed the proposed decision.

**10. Work Programme**  
*(Item 11)*

RESOLVED that the work programme was noted.

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

June 2025

Produced by: Management Information & Intelligence, KCC

Publication Date: 15th August 2025



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Guidance Notes

**Notes:** Please note that there is no 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).  
Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard. The latest available data for this indicators remains as at Q4 for 2024-25. Updated data is not available, for the following reason stated by the MoJ: *Following discovery of a small data issue impacting some juveniles discharged from custody, these figures have been removed and will be updated as soon as possible.*  
Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence.

POLARITY

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

RAG RATINGS

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

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

DIRECTION OF TRAVEL (DOT)

↑	Performance has improved
↓	Performance has worsened
↔	Performance has remained the same

INCOMPLETE DATA

N/A	Data not available
	Data to be supplied
	New indicator - historical data not available

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

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Matt Ashman	03000 417012
Celene Rudling	03000 417022

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[MIIntensiveEH&SocialCare@kent.gov.uk](mailto:MIIntensiveEH&SocialCare@kent.gov.uk)

DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS

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

# Children, Young People and Education Performance Management

## Directorate Scorecard - Kent Activity/Volume

June 2025


Page 10

as at May 2025

131,009 pupils in 460 primary schools  
27.9 % with free school meals (24.7%)

113,859 pupils in 103 secondary schools  
25.0 % with free school meals (25.8%)

6,544 pupils in 25 special schools  
48.5 % with free school meals (49.2%)




as at Aug 2024

Ofsted judgements


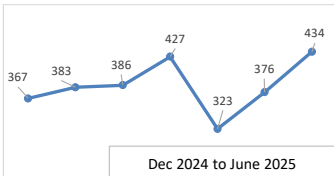
EY providers	98.7	(97%)
Primary	92.4	(91%)
Secondary	88.0	(85%)
Special	92.3	(90%)

**Note:** From 1st September 2024, inspections of state-funded schools no longer include a judgement on overall effectiveness, and outcomes of ungraded inspections no longer refer to the previous good or outstanding grade. No aggregations of data are now published by Ofsted and no replacement measure has been devised.



as at Jun 2025


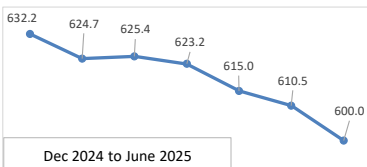
Requests for SEND statutory assessment

Month	Value
Dec 2024	367
Jan 2025	383
Feb 2025	386
Mar 2025	427
Apr 2025	323
May 2025	376
Jun 2025	434

as at Jun 2025


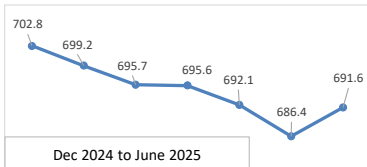
Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)

Month	Value
Dec 2024	632.2
Jan 2025	624.7
Feb 2025	625.4
Mar 2025	623.2
Apr 2025	615.0
May 2025	610.5
Jun 2025	600.0

as at Jun 2025


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

Month	Value
Dec 2024	702.8
Jan 2025	699.2
Feb 2025	695.7
Mar 2025	695.6
Apr 2025	692.1
May 2025	686.4
Jun 2025	691.6

as at Jun 2025


Activity at the Front Door (children)



Total contacts	7,176
Number resolved at FD	2,988
Number to CSWS	1,983
Number to EH Units	1,672

as at Jun 2025

Open cases




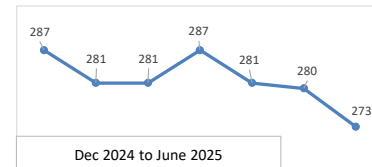
Intensive Early Help	2,118 (Families)
Open Social Work Cases	11,316

**Including:**

• Child Protection	1,174
• Children in Care	1,927
• Care Leavers	2,000

as at Jun 2025


Number of First Time Entrants into the Youth Justice system

Month	Value
Dec 2024	287
Jan 2025	281
Feb 2025	281
Mar 2025	287
Apr 2025	281
May 2025	280
Jun 2025	273

as at Jun 2025

Family Hub Indicators



Pending Family Hub scorecard development

- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2025 school census and based on state funded schools only
- Ofsted National averages are as at 31st August 2024, except EY Providers average which is as at 31st March 2024



Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		68.5	54.8	89.9	81.7	85.3	60.2	53.9	69	128	↕	60	AMBER	51.6	45	GREEN	46.1	50.3
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		50	56	116	107	168	68	69										
APP17-D	Total number of EHCPs issued	L	MS		73	104	129	131	197	113	128										
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		153	161	148	146	144	149	155			↕							
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		76.0	50.0	25.5	10.2	13.0	9.4	17.9	39	218	↑	60	RED	49.1	55	AMBER	N/A	N/A
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.5	10.6	10.8	10.8	11.0	10.0	10.1	2,165	21,493	↕	9	AMBER	10.3	9	AMBER	N/A	N/A
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		6.2	25.4	25.8	27.2	36.4	49.5	55.4	367	663	↕						N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		9.3	6.6	4.4	4.7	8.1	8.9	10.5	148	1,416	↕						N/A	N/A
Note: 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard																					

Commentary on Education SEND Indicators:

While the 20 week rolling annual average continues to increase, exceeding national averages by over 20%, limited EP capacity has temporarily negatively impacted monthly figures. However, these too continue to outpace the national average. Assessment teams are engaging with EP lead officers to ensure that backlogs are balanced with the realisation of new cases to ensure lower performance is as short lived as possible. In addition, EP service is investigating opportunities to increase their overall capacity. In spite of these difficulties, the service is keeping the number of cases open over 20 weeks to a manageable amount and monitoring this closely.

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	22.2	22.0	22.1	21.9	21.8	21.9	22.0	5,307	24,092	⇓	25.0	GREEN	21.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		87.5	88.5	88.2	88.3	88.1	87.3	85.3	1,619	1,898	⇓	90.0	AMBER	88.3	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		24.2	24.3	25.1	24.3	24.8	25.0	26.0	345	1,326	⇓	20.0	AMBER	24.3	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		69.9	70.2	70.4	71.6	73.6	74.4	74.0	335	453	⇓	70.0	GREEN	71.6	70.0	GREEN	69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	73.2	72.7	73.1	72.8	71.5	71.6	71.1	746	1,049	⇓	85.0	RED	72.8	85.0	RED	N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		372.8	398.5	389.0	367.6	393.0	388.7	416.7	26,666	64	⇓	426.0	GREEN	367.6	426.0	GREEN	468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	53.7	56.1	56.8	56.6	55.9	57.1	57.3	639	1,115	⇑	65.0	AMBER	56.6	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		87.9	87.7	87.7	87.3	87.3	87.8	87.8	576	656	↔	85.0	GREEN	87.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	75.2	75.1	74.5	74.5	73.5	73.8	73.9	461.6	624.5	⇑	85.0	RED	74.5	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		15.5	15.7	15.8	16.5	16.3	16.8	16.7	1,693	101.7	⇑	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	21.7	20.7	21.7	20.6	20.0	21.7	5,642	260.3	⇓	18.0	AMBER	21.7	18.0	AMBER	N/A	N/A
Region 12	EH72-F Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.1	25.9	26.3	26.1	26.3	26.6	26.6	3,134	11,770	↔	25.0	AMBER	26.1	25.0	AMBER	21	N/A
	EH52-F Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		91.5	90.9	90.7	90.6	90.6	90.8	90.8	4,434	4,883	↔	85.0	GREEN	90.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.9	95.1	95.1	94.4	94.4	91.4	91.4	127	139	↔	85.0	GREEN	94.4	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	15.0	15.2	15.1	14.9	14.9	14.4	14.5	616	4,242	⇓	15.0	GREEN	14.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇓	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q1 24-25	Q2 24-25	Q3 24-25	Rate	Numerator	Denominator								
								Q4 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		32.9	33.2	33.5	33.1	133	402	⇑	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.6	4.0	3.9	4.2	4.3	4.3	4.2	1,625	38,834	⬆	2.8	RED	3.4	2.8	AMBER	2.8	3.2
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		77.9	81.5	83.0	86.1	87.4	90.2	91.9	4,608	5,017	⬆	65	GREEN	76.9	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		42.4	51.4	58.7	66.6	72.7	79.2	85.3	3,132	3,673	⬆	60	GREEN	18.6	95	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		20	25	23	30	31	30	33	N/A	N/A	⬇	<= 25	RED	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		82	79	73	67	66	62	58	N/A	N/A	⬆	<= 79	GREEN	80	24	RED	N/A	N/A
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	L	R12M		0.04	0.04	0.04	0.04	0.04	0.04	0.04	91	248,165	↔						0.06	0.11
Note: Exclusion rates have been added alongside the numbers of permanent exclusions, as this is the only way that Kent's performance can be benchmarked to national.																					

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 24-25			
CYPE13	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		72.6	67.8	68.0	60.0	2,447	4,081	⬇	69.0	RED

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**Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)**																
Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
										2020-21	2021-22	2022-23	2023-24			
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	⬇	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	⬇	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59	59	62	11,719	19,021	60.0	GREEN	⬆	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	⬆	23.0	27	21
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	18.2	N/A	N/A	17.5	AMBER	⬇	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School and College students]	H	A		N/A	37.68	34.20	34.22	N/A	N/A	34.40	AMBER	⬆	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School and College students]	H	A		N/A	32.01	29.14	28.03	N/A	N/A	29.20	AMBER	⬇	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School and College students]	H	A		N/A	34.61	33.47	27.17	N/A	N/A	36.00	RED	⬇	38.00	28.38	28.11
Data sources for attainment data: FSP = 2024 DfE Published SFR, 28/11/24. KS2 = 2024 DfE Published SFR, 12/12/24. KS4 = 2024 DfE Published SFR, 27/02/25. KS5 = 2024 DfE Published SFR, 13/02/25																

Education Annual Indicators (Continued)		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22						
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	5.2	5.4	14,579	271,166	4.8	RED	⇩	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653	N/A				92.3	93.2
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533	N/A				82.7	82.9
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	15.8	18,228	115,400	16.5	GREEN	⇧	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	26.8	26,328	98,353	27.0	GREEN	⇧	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		0.7	0.7	0.9	1.0	1,164	115,400			⇩		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		1.5	2.9	3.7	3.8	3,783	98,353			⇩		3.8	3.8
<b>Note:</b> The Working Together to Improve School Attendance statutory guidance has been in place since August 2024, so we have expanded the reporting on school absence to include Severe Absence as well as Persistent Absence, as these are now the two key measures. Persistent Absence is absence of 10% or more, and Severe Absence is absence of 50% or more.																

Commentary on Integrated Children's Services Indicators:

Children's Social Care

**RED:** At 71.1% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events, specific campaigns using social media and use of the “refer a friend” payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a “Fostering Friendly” employer. The service is at the initial stages of developing a “Create a Room” project, to support existing approved foster carers to create an additional bedroom for fostering.

**RED:** The percentage of case holding posts filled by permanent qualified social workers is 73.9%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That increased to 16.2% (September 2024) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are continually being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2024 - Social Work Vacancies: Kent 15.1%, England average 17.3%, SE average 16.0%; Percentage of Agency Social Workers covering vacancies - Kent 67.6%; England average 76.2%, SE average 74.4%; Social Worker turnover - Kent 11.1%, England average 13.8%, SE average 14.4%.

**AMBER:** The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.3%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 86.0% took place within timescale (3 working days) which is above the 80.0% target.

**AMBER:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 26.0% which is above the target range of 17.5% - 22.5%. This compares to average rates for England of 24.7%, Statistical Neighbours 24.5% and the South East 25.3% (2023/24).

**AMBER:** The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 57.3% which is below the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.

**AMBER:** The average caseload in the Children in Care (CIC) Teams is 16.7 children, above the target of no more than 15 children/young people. This increase is as a result of an increase in the number of children in care and a decrease in the number of social workers in post.

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 21.7 children. This is above the target caseload of no more than 18 children/young people and performance has averaged 21 children over the 12 months July 2024 to June 2025.

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.0%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.4%, and averages of 19.2% for Kent's Statistical Neighbours and 26.6% for the South East (all comparative rates are for 2023/24 performance).

**GREEN:** The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 74.0%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68.0% and the South-East 66.0% and Kent's Statistical Neighbours of 69.7% (comparative data is for 2023/24).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 416.7 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 485 days for 2023/24.

**GREEN:** The percentage of Children's Social Work Case File Audits graded good or outstanding is 87.8%, which is above the 80.0% Target.

**Intensive Early Help**

**AMBER:** The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 26.6%, which is above the target of 25.0%.

**AMBER:** The average caseload within Early Help Units is 14 families. The Target for this measure was increased to 20 families for 2024/25.

**GREEN:** The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 90.8%, achieving the target of above 85.0%.

**GREEN:** The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 91.4%, achieving the 85.0% target

Commentary on Education Indicators:

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

**RED:** The Percentage of Year 12-13 age-group (16–17-year-olds) not in education, employment or training (NEET) in June was 4.2% and is above the target. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the Department for Education uses the rolled average for December, January, and February. Published data for 2024/25 shows Kent to have 3.8% NEETs, which combined with the Not Known cohort (4.2%) the aggregate figure is 8.1% which higher than the previous year by 2.8 percentage points. The figures for the Southeast and England are 5.6% and 7.0% respectively. Kent has seen an increase in the cohort combined with the lack of suitable provision of Level 2 courses.

**RED:** The numbers of pupils permanently excluded from the primary phase, as a 12-month rolling average, at 33 exceeds the target of 25. Kent PRU and Attendance Service (KPAS) continues its work regarding suspensions and permanent exclusions. Common themes are identified, and additional processes developed to support schools to ensure all interventions are exhausted and exclusion remains a last resort as detailed in the DfE guidance on suspensions and exclusions issued in August 2024.

**GREEN:** The percentage of Children Missing Education (CME) cases, closed within 30 school days has increased from 72.2% in the start of this academic year to 91.9% in June.

**GREEN:** The percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention at 85.3% is above the target of 60%

**GREEN:** The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 58, twenty one pupils within the maximum target of 79.

## Directorate Scorecard - Kent KPIs - Vulnerable Learners

**Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)**																
Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	2023-24							SN or SE	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↕	23.0	N/A	N/A
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↕	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↕	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0	N/A	N/A
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↕	61.0	64	63
<b>Note</b> - There are no KS1-2 Progress measures for 2023-24 and none planned for 2024-25 as there is no KS1 prior attainment data for the relevant years.																
**Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)**																
Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	2023-24							SE Region	
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	18.2	N/A	N/A	17.5	AMBER	↑	17.0	18.5	15.0
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	27.3	28.2	28.0	N/A	N/A					N/A	N/A
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	16.7	16.3	17.5	N/A	N/A	15.0	AMBER	↑	15.0	17.9	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	39.5	37.9	37.7	N/A	N/A	36.0	AMBER	↕	36.0	36.7	35.8
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	-0.19	-0.12	-0.15	N/A	N/A	-0.03	AMBER	↕	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	-0.90	-0.82	-0.84	N/A	N/A	-0.60	RED	↕	-0.60	-0.78	-0.57
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	-1.48	-1.48	-1.32	N/A	N/A					N/A	N/A
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	-0.70	-0.66	-0.67	N/A	N/A	-0.45	RED	↕	-0.45	-0.48	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	-1.62	-1.40	-1.32	N/A	N/A	-1.12	AMBER	↑	-1.12	-1.18	-1.13

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE11	Number of Secondary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE12	Number of Special Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of June 2025	July 2025
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of June 2025	July 2025
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of June 2025	July 2025
FD01-B	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of June 2025	July 2025
FD14-B	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of June 2025	July 2025
FD02-E	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of June 2025	July 2025
FD03-E	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of June 2025	July 2025
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of June 2025	July 2025
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Child Protection cases	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Children in Care	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Care Leavers	Liberi	Snapshot data as at end of June 2025	July 2025
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to June 2025	July 2025
SEND Indicators				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to June 2025	July 2025
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to June 2025	July 2025
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to June 2025	July 2025
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at June 2025	July 2025
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at June 2025	July 2025
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to June 2025	July 2025
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to June 2025	July 2025
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to June 2025	July 2025
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at June 2025	July 2025
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at June 2025	July 2025
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at June 2025	July 2025
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at June 2025	July 2025
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at June 2025	July 2025
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 4 reporting for 2024-25	April 2025
SISE7	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at June 2025	July 2025
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCps	Synergy - monthly reported data	Snapshot as at June 2025	July 2025
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to June 2025	July 2025
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to June 2025	July 2025
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at April 2025	April 2025
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE Published (LA)/MI Calcs (District)	Dec 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE Published (LA)/MI Calcs (District)	Dec 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH46	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH47	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025



# Indicator Definitions

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

## Indicator Definitions

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

# Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
Page 21	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
<b>Key Performance Indicators</b>		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

## Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include information regarding a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	The number of Year R (Reception) to Year 14 pupils permanently excluded from Primary, Secondary, Special schools and PRUs (incl. academies) in the last twelve months expressed as rate over the school population.

## Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE16	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Primary school or a Primary academy for 50% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Secondary school or a Secondary academy for 50% or more of their expected sessions over the reported time period.

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

June 2025

Produced by: Management Information & Intelligence, KCC

Publication Date: 15th August 2025

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Guidance Notes

**Notes:** Please note that there is no 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19).  
Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard. The latest available data for this indicators remains as at Q4 for 2024-25. Updated data is not available, for the following reason stated by the MoJ: *Following discovery of a small data issue impacting some juveniles discharged from custody, these figures have been removed and will be updated as soon as possible.*  
Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence.

POLARITY

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

RAG RATINGS

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

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

DIRECTION OF TRAVEL (DOT)

↑	Performance has improved
↓	Performance has worsened
↔	Performance has remained the same

INCOMPLETE DATA

N/A	Data not available
	Data to be supplied
	New indicator - historical data not available

Data in italics indicates previous reporting year

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DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

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

KEY TO ABBREVIATIONS

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

# Children, Young People and Education Performance Management

## Directorate Scorecard - Kent Activity/Volume

June 2025


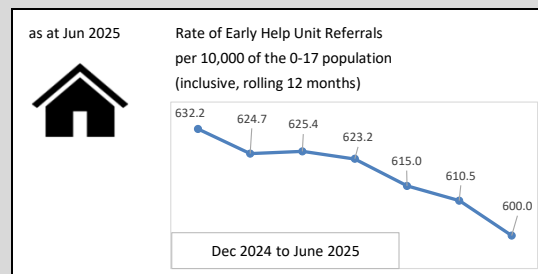
Page 28

as at May 2025

131,009 pupils in 460 primary schools  
27.9 % with free school meals (24.7%)

113,859 pupils in 103 secondary schools  
25.0 % with free school meals (25.8%)

6,544 pupils in 25 special schools  
48.5 % with free school meals (49.2%)

as at Jun 2025


Open cases

Intensive Early Help 2,118 (Families)

Open Social Work Cases 11,316

Including:

- Child Protection 1,174
- Children in Care 1,927
- Care Leavers 2,000


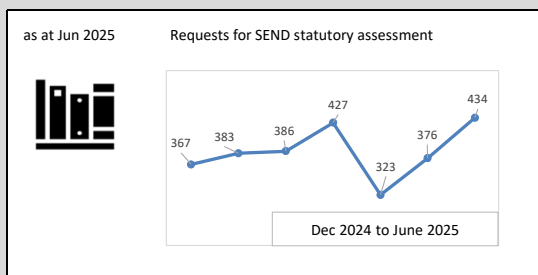
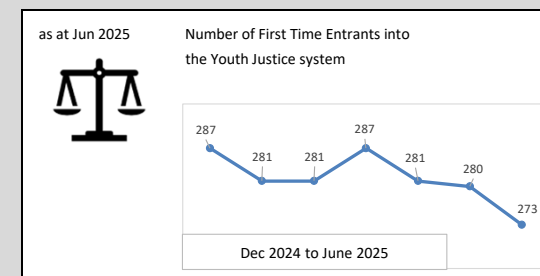
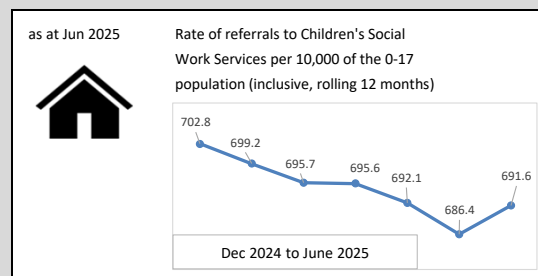


as at Aug 2024

Ofsted judgements

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


**Note:** From 1st September 2024, inspections of state-funded schools no longer include a judgement on overall effectiveness, and outcomes of ungraded inspections no longer refer to the previous good or outstanding grade. No aggregations of data are now published by Ofsted and no replacement measure has been devised.

as at Jun 2025

Activity at the Front Door (children)


Total contacts	7,176
Number resolved at FD	2,988
Number to CSWS	1,983
Number to EH Units	1,672



as at Jun 2025

Family Hub Indicators

Pending Family Hub scorecard development



- Figures shown in brackets are National averages
- Free School Meal averages are as at January 2025 school census and based on state funded schools only
- Ofsted National averages are as at 31st August 2024, except EY Providers average which is as at 31st March 2024

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East Average as at 31st December 2023	England Average as at 31st December 2023
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		68.5	54.8	89.9	81.7	85.3	60.2	53.9	69	128	↕	60	AMBER	51.6	45	GREEN	46.1	50.3
APP17-N	Total number of EHCPs issued within 20 weeks	H	MS		50	56	116	107	168	68	69										
APP17-D	Total number of EHCPs issued	L	MS		73	104	129	131	197	113	128										
APP17-A	Average duration in days from assessment request to EHCP completion	L	MS		153	161	148	146	144	149	155			↕							
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	H	MS		76.0	50.0	25.5	10.2	13.0	9.4	17.9	39	218	↑	60	RED	49.1	55	AMBER	N/A	N/A
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.5	10.6	10.8	10.8	11.0	10.0	10.1	2,165	21,493	↕	9	AMBER	10.3	9	AMBER	N/A	N/A
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	L	MS		6.2	25.4	25.8	27.2	36.4	49.5	55.4	367	663	↕						N/A	N/A
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	L	MS		9.3	6.6	4.4	4.7	8.1	8.9	10.5	148	1,416	↕						N/A	N/A
Note: 2023-24 targets for APP17 and APP-EP are using the June 2024 targets from the APP scorecard																					

Commentary on Education SEND Indicators:

While the 20 week rolling annual average continues to increase, exceeding national averages by over 20%, limited EP capacity has temporarily negatively impacted monthly figures. However, these too continue to outpace the national average. Assessment teams are engaging with EP lead officers to ensure that backlogs are balanced with the realisation of new cases to ensure lower performance is as short lived as possible. In addition, EP service is investigating opportunities to increase their overall capacity. In spite of these difficulties, the service is keeping the number of cases open over 20 weeks to a manageable amount and monitoring this closely.

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	22.2	22.0	22.1	21.9	21.8	21.9	22.0	5,307	24,092	⇓	25.0	GREEN	21.9	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		87.5	88.5	88.2	88.3	88.1	87.3	85.3	1,619	1,898	⇓	90.0	AMBER	88.3	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		24.2	24.3	25.1	24.3	24.8	25.0	26.0	345	1,326	⇓	20.0	AMBER	24.3	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		69.9	70.2	70.4	71.6	73.6	74.4	74.0	335	453	⇓	70.0	GREEN	71.6	70.0	GREEN	69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	73.2	72.7	73.1	72.8	71.5	71.6	71.1	746	1,049	⇓	85.0	RED	72.8	85.0	RED	N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		372.8	398.5	389.0	367.6	393.0	388.7	416.7	26,666	64	⇓	426.0	GREEN	367.6	426.0	GREEN	468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	53.7	56.1	56.8	56.6	55.9	57.1	57.3	639	1,115	⇑	65.0	AMBER	56.6	65.0	AMBER	N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		87.9	87.7	87.7	87.3	87.3	87.8	87.8	576	656	↔	85.0	GREEN	87.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	75.2	75.1	74.5	74.5	73.5	73.8	73.9	461.6	624.5	⇑	85.0	RED	74.5	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		15.5	15.7	15.8	16.5	16.3	16.8	16.7	1,693	101.7	⇑	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	21.7	20.7	21.7	20.6	20.0	21.7	5,642	260.3	⇓	18.0	AMBER	21.7	18.0	AMBER	N/A	N/A
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.1	25.9	26.3	26.1	26.3	26.6	26.6	3,134	11,770	↔	25.0	AMBER	26.1	25.0	AMBER	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		91.5	90.9	90.7	90.6	90.6	90.8	90.8	4,434	4,883	↔	85.0	GREEN	90.6	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.9	95.1	95.1	94.4	94.4	91.4	91.4	127	139	↔	85.0	GREEN	94.4	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	15.0	15.2	15.1	14.9	14.9	14.4	14.5	616	4,242	⇓	15.0	GREEN	14.9	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇓	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
					Q1 24-25	Q2 24-25	Q3 24-25	Rate	Numerator	Denominator								
								Q4 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		32.9	33.2	33.5	33.1	133	402	⇑	32.9	AMBER	30.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	Kent Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.6	4.0	3.9	4.2	4.3	4.3	4.2	1,625	38,834	⬆	2.8	RED	3.4	2.8	AMBER	2.8	3.2
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		77.9	81.5	83.0	86.1	87.4	90.2	91.9	4,608	5,017	⬆	65	GREEN	76.9	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		42.4	51.4	58.7	66.6	72.7	79.2	85.3	3,132	3,673	⬆	60	GREEN	18.6	95	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		20	25	23	30	31	30	33	N/A	N/A	⬇	<= 25	RED	26	12	RED	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		82	79	73	67	66	62	58	N/A	N/A	⬆	<= 79	GREEN	80	24	RED	N/A	N/A
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	L	R12M		0.04	0.04	0.04	0.04	0.04	0.04	0.04	91	248,165	↔						0.06	0.11
Note: Exclusion rates have been added alongside the numbers of permanent exclusions, as this is the only way that Kent's performance can be benchmarked to national.																					

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24			
CYPE3	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		72.6	67.8	68.0	60.0	2,447	4,081	⬇	69.0	RED

**Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)**																	
Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
										2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↓	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	23.2	21.3	24.7	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	59	59	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	18.5	17.8	18.2	N/A	N/A	17.5	AMBER	↓	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School and College students]		H	A		N/A	37.68	34.20	34.22	N/A	N/A	34.40	AMBER	↑	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School and College students]		H	A		N/A	32.01	29.14	28.03	N/A	N/A	29.20	AMBER	↓	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School and College students]		H	A		N/A	34.61	33.47	27.17	N/A	N/A	36.00	RED	↓	38.00	28.38	28.11
Data sources for attainment data: FSP = 2024 DfE Published SFR, 28/11/24. KS2 = 2024 DfE Published SFR, 12/12/24. KS4 = 2024 DfE Published SFR, 27/02/25. KS5 = 2024 DfE Published SFR, 13/02/25																	

Education Annual Indicators (Continued)		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22						
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.2	4.8	5.2	5.4	14,579	271,166	4.8	RED	⇩	4.8	5.0	4.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.2	90.1	90.1	91.3	15,198	16,653	N/A			92.3	93.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		69.7	79.6	78.2	78.6	14,571	18,533	N/A			82.7	82.9	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.7	19.1	17.2	15.8	18,228	115,400	16.5	GREEN	⇧	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	29.2	29.2	26.8	26,328	98,353	27.0	GREEN	⇧	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		0.7	0.7	0.9	1.0	1,164	115,400			⇩		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		1.5	2.9	3.7	3.8	3,783	98,353			⇩		3.8	3.8
<b>Note:</b> The Working Together to Improve School Attendance statutory guidance has been in place since August 2024, so we have expanded the reporting on school absence to include Severe Absence as well as Persistent Absence, as these are now the two key measures. Persistent Absence is absence of 10% or more, and Severe Absence is absence of 50% or more.																

Commentary on Integrated Children's Services Indicators:

Children's Social Care

**RED:** At 71.1% the percentage of children in care placed in KCC foster care, or in placements with relatives/friends, is below the floor standard of 75.0%. The target of 85.0% is an aspirational target set to drive up the use of in-house provision. Performance against this measure is impacted by the availability of in-house foster placements, which is a national issue. Actions being taken to increase the number of fostering households include increased information events, recruitment stands at large community events, specific campaigns using social media and use of the “refer a friend” payment, to encourage existing foster carers to support recruitment of family and friends to join Kent Fostering. Part of the recruitment strategy will be to look to our existing KCC staff group, to promote becoming a foster carer and completing the initial work on whether KCC can become a “Fostering Friendly” employer. The service is at the initial stages of developing a “Create a Room” project, to support existing approved foster carers to create an additional bedroom for fostering.

**RED:** The percentage of case holding posts filled by permanent qualified social workers is 73.9%. The target for this measure is 85.0% which is based on the previous national average for Agency Social Workers of 15%. That increased to 16.2% (September 2024) but the Kent target has been kept at 85.0%. Recruiting and retaining qualified social workers remains a priority for CYPE and a range of initiatives are continually being explored and implemented. The annual collection of Children's Social Care Workforce data, provides some comparative data as at 30th September 2024 - Social Work Vacancies: Kent 15.1%, England average 17.3%, SE average 16.0%; Percentage of Agency Social Workers covering vacancies - Kent 67.6%; England average 76.2%, SE average 74.4%; Social Worker turnover - Kent 11.1%, England average 13.8%, SE average 14.4%.

**AMBER:** The Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 85.3%, which is below the Target of 90.0%. For those Returner Interviews that did take place, 86.0% took place within timescale (3 working days) which is above the 80.0% target.

**AMBER:** The percentage of children becoming subject to a child protection plan for the second or subsequent time is 26.0% which is above the target range of 17.5% - 22.5%. This compares to average rates for England of 24.7%, Statistical Neighbours 24.5% and the South East 25.3% (2023/24).

**AMBER:** The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 57.3% which is below the Target of 65.0%. Those not in employment will include those not able to work due to illness, disability, pregnancy or parenting responsibilities and unaccompanied asylum seeking young people who remain without status and are not able to remain in education or gain employment when they reach the age of 18. The Home Office have confirmed unaccompanied children will have their applications prioritised which should then lead to an improvement against the target. The 18+ Care Leavers Service have two specialist staff to support young people access opportunities.

**AMBER:** The average caseload in the Children in Care (CIC) Teams is 16.7 children, above the target of no more than 15 children/young people. This increase is as a result of an increase in the number of children in care and a decrease in the number of social workers in post.

**AMBER:** The average caseload in the Children's Social Work Teams (CSWT) is 21.7 children. This is above the target caseload of no more than 18 children/young people and performance has averaged 21 children over the 12 months July 2024 to June 2025.

**GREEN:** The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 22.0%, achieving the Target of below 25.0%. This performance compares to the latest published England average of 22.4%, and averages of 19.2% for Kent's Statistical Neighbours and 26.6% for the South East (all comparative rates are for 2023/24 performance).

**GREEN:** The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 74.0%, achieving the Target of above 70.0%. Kent's performance remains above the latest published average for England of 68.0% and the South-East 66.0% and Kent's Statistical Neighbours of 69.7% (comparative data is for 2023/24).

**GREEN:** The average number of days between becoming a child in care and moving in with an adoptive family is 416.7 days, within the nationally set guide of less than 426 days. This compares to the latest published England average of 485 days for 2023/24.

**GREEN:** The percentage of Children's Social Work Case File Audits graded good or outstanding is 87.8%, which is above the 80.0% Target.

**Intensive Early Help**

**AMBER:** The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 26.6%, which is above the target of 25.0%.

**AMBER:** The average caseload within Early Help Units is 14 families. The Target for this measure was increased to 20 families for 2024/25.

**GREEN:** The percentage of Early Help Assessments completed in the given month, within 6 weeks of allocation, is at 90.8%, achieving the target of above 85.0%.

**GREEN:** The percentage of Early Help Unit cases that were audited and graded as good or outstanding is 91.4%, achieving the 85.0% target

Commentary on Education Indicators:

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

**RED:** The Percentage of Year 12-13 age-group (16–17-year-olds) not in education, employment or training (NEET) in June was 4.2% and is above the target. Please note this is a seasonal indicator and numbers will naturally increase as the academic year progresses. For this reason, the Department for Education uses the rolled average for December, January, and February. Published data for 2024/25 shows Kent to have 3.8% NEETs, which combined with the Not Known cohort (4.2%) the aggregate figure is 8.1% which higher than the previous year by 2.8 percentage points. The figures for the Southeast and England are 5.6% and 7.0% respectively. Kent has seen an increase in the cohort combined with the lack of suitable provision of Level 2 courses.

**RED:** The numbers of pupils permanently excluded from the primary phase, as a 12-month rolling average, at 33 exceeds the target of 25. Kent PRU and Attendance Service (KPAS) continues its work regarding suspensions and permanent exclusions. Common themes are identified, and additional processes developed to support schools to ensure all interventions are exhausted and exclusion remains a last resort as detailed in the DfE guidance on suspensions and exclusions issued in August 2024.

**GREEN:** The percentage of Children Missing Education (CME) cases, closed within 30 school days has increased from 72.2% in the start of this academic year to 91.9% in June.

**GREEN:** The percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention at 85.3% is above the target of 60%

**GREEN:** The numbers of pupils permanently excluded from the secondary phase – all Year 7 to Year 11 pupils is 58, twenty one pupils within the maximum target of 79.

## Directorate Scorecard - Kent KPIs - Vulnerable Learners

**\*\*Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)\*\***

Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	Measure	Numerator	Denominator						
								2023-24							SN or SE	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		N/A	65.8	68.3	68.0	12,044	17,712	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.6	23.2	24.7	N/A	N/A	22.0	AMBER	↕	20.0	24.3	20.5
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		N/A	17.6	22.5	44.4	N/A	N/A	25.0	RED	↕	23.0	N/A	N/A
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		N/A	48.6	50.4	52.9	N/A	N/A	51.0	AMBER	↕	50.0	51.2	50.7
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		N/A	66.3	70.5	72.9	N/A	N/A	71.0	AMBER	↕	70.0	72.4	71.8
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		N/A	59	59.3	62	11,719	19,021	60.0	GREEN	↑	62.0	61	61
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28	28	26	N/A	N/A	24.0	AMBER	↑	23.0	27	21
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		N/A	32.6	35.4	30.6	N/A	N/A	32.0	GREEN	↑	30.0	N/A	N/A
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		N/A	48	47	46	N/A	N/A	45.0	AMBER	↑	45.0	47	46
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		N/A	61	62	64	N/A	N/A	60.0	RED	↕	61.0	64	63

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

**\*\*Please note that provisional attainment data for 2024-25 will start to become available in the next scorecard (November CYPE cabinet committee)\*\***

Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
					2020-21	2021-22	2022-23	Measure	Numerator	Denominator						
								2023-24							SE Region	
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		N/A	49.3	47.0	47.0	N/A	N/A	48.0	AMBER	↔	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.5	17.8	18.2	N/A	N/A	17.5	AMBER	↑	17.0	18.5	15.0
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		N/A	27.3	28.2	28.0	N/A	N/A					N/A	N/A
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		N/A	16.7	16.3	17.5	N/A	N/A	15.0	AMBER	↑	15.0	17.9	16.9
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		N/A	39.5	37.9	37.7	N/A	N/A	36.0	AMBER	↕	36.0	36.7	35.8
	Average score at KS4 in Progress 8 - all pupils	H	A		N/A	-0.19	-0.12	-0.15	N/A	N/A	-0.03	AMBER	↕	-0.03	-0.02	-0.03
	Average score at KS4 in Progress 8 - FSM	H	A		N/A	-0.90	-0.82	-0.84	N/A	N/A	-0.60	RED	↕	-0.60	-0.78	-0.57
	Average score at KS4 in Progress 8 - Kent CIC	H	A		N/A	-1.48	-1.48	-1.32	N/A	N/A					N/A	N/A
	Average score at KS4 in Progress 8 - SEN Support	H	A		N/A	-0.70	-0.66	-0.67	N/A	N/A	-0.45	RED	↕	-0.45	-0.48	-0.45
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		N/A	-1.62	-1.40	-1.32	N/A	N/A	-1.12	AMBER	↑	-1.12	-1.18	-1.13



Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Ashford CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	23.1	22.8	21.5	21.1	20.5	21.8	22.1	396	1,792	⇅	25.0	GREEN	21.1	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		97.7	95.9	93.1	92.1	92.3	92.3	91.5	54	59	⇅	90.0	GREEN	92.1	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		21.1	19.8	27.8	31.3	33.3	33.0	31.5	34	108	↑	20.0	RED	31.3	20.0	RED	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A			468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		75.0	76.2	76.2	77.3	77.3	77.3	77.3	17	22	↔	85.0	AMBER	77.3	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	67.9	81.0	81.0	72.3	67.9	73.1	75.7	17.4	23.0	↑	85.0	AMBER	72.3	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		23.6	24.4	23.6	27.0	26.7	24.3	25.3	522	20.6	⇅	18.0	RED	27.0	18.0	RED	N/A	N/A
Ashford EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.1	25.1	24.5	25.2	25.1	25.7	26.0	242	929	⇅	25.0	AMBER	25.2	25.0	AMBER	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		99.4	99.3	99.3	99.3	99.3	99.3	99.2	264	266	⇅	85.0	GREEN	99.3	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	91.7	91.7	11	12	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	15.2	16.2	16.0	16.5	17.1	17.8	18.1	49	271	⇅	15.0	AMBER	16.5	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇅	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024		
								Rate	Numerator	Denominator										
										Q1 24-25									Q2 24-25	Q3 24-25
CYPE8	Rate of proven re-offending by CYP			L	Q		22.7	37.5	31.6	39.1	9	23	⬇️	32.9	RED	22.7	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		62.5	30.0	85.7	100.0	100.0	60.0	43.8	7	16	↕	60	RED	46.2	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	3.5	3.7	3.8	4.1	3.9	3.7	131	3,503	↑	2.8	AMBER	3.2	2.8	AMBER	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.5	10.0	10.0	10.1	10.2	9.1	9.1	162	1,781	↔	9	AMBER	10.2	9	AMBER	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		11	10	9	7	5	4	4	N/A	N/A	↔	N/A	N/A	6	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		84.4	87.8	90.0	92.7	93.9	97.0	98.0	389	397	↑	65	GREEN	81.5	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		39.0	49.8	58.6	66.5	71.2	77.9	83.3	280	336	↑	60	GREEN	14.3	95	RED	N/A	N/A


Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
ED17	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		75.4	65.0	71.3	56.3	202	359	↕	69.0	RED

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	67.6	68.6	68.6	992	1,446	69.0	AMBER	↔	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	22.3	16.0	22.1	N/A	N/A	22.0	AMBER	↓	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.7	56.9	58.9	988	1,676	60.0	AMBER	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	28.7	26.8	26.8	N/A	N/A	24.0	AMBER	↔	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.2	45.8	44.9	N/A	N/A	48.0	RED	↓	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	19.3	16.9	19.6	N/A	N/A	17.5	AMBER	↓	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	36.50	32.8	32.50	N/A	N/A	34.40	AMBER	↓	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	29.66	28.9	29.08	N/A	N/A	29.20	AMBER	↑	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	28.68	29.7	30.11	N/A	N/A	36.00	RED	↑	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.1	4.5	4.9	5.0	1,084	21,617	4.8	AMBER	↓	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.3	18.9	15.5	16.1	1,597	9,917	16.5	GREEN	↓	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.6	31.8	30.8	27.7	2,459	8,893	27.0	AMBER	↑	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	0.6	0.9	0.9	87	9,917			↔		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	3.2	4.3	4.5	404	8,893			↓		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Canterbury CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	26.1	25.3	26.3	26.8	24.8	24.6	25.2	384	1,525	⇅	25.0	AMBER	26.8	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		98.5	100.0	97.1	97.0	96.9	95.1	94.8	55	58	⇅	90.0	GREEN	97.0	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		16.9	14.4	15.4	15.8	15.3	14.8	16.3	21	129	⇅	20.0	AMBER	15.8	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A			468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		100.0	96.6	96.6	93.1	93.1	89.7	89.7	26	29	⇅	85.0	GREEN	93.1	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	76.9	73.1	69.2	76.9	76.9	76.9	73.1	19.0	26.0	⇅	85.0	RED	76.9	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		26.3	27.3	25.3	21.3	22.0	20.7	25.5	562	22.0	⇅	18.0	RED	21.3	18.0	AMBER	N/A	N/A
Canterbury EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.1	23.1	23.8	22.8	22.6	23.0	22.9	196	857	⇅	25.0	GREEN	22.8	25.0	GREEN	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		90.7	89.4	89.5	88.2	88.2	88.7	89.3	419	469	⇅	85.0	GREEN	88.2	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	94.1	94.1	16	17	⇅	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	13.2	13.2	12.5	12.1	11.7	9.4	9.1	32	352	⇅	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇅	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		44.4	50.0	55.1	52.8	28	53	⇅	32.9	RED	40.0	28.7	RED	31.0	32.2

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		87.5	71.4	100.0	94.1	70.0	50.0	57.1	8	14	⬆️	60	AMBER	45.5	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.4	4.7	4.3	4.6	4.8	4.9	4.0	139	3,462	⬆️	2.8	RED	3.3	2.8	AMBER	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.1	12.0	12.3	12.2	12.2	11.1	11.4	228	2,005	⬇️	9	RED	11.1	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	2	2	2	2	2	1	N/A	N/A	⬆️	N/A	N/A	3	N/A	N/A	N/A	N/A
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		4	4	4	3	3	3	1	N/A	N/A	⬆️	N/A	N/A	4	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		79.3	83.2	85.5	86.1	86.9	92.5	94.9	315	332	⬆️	65	GREEN	80.5	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		45.2	54.0	61.2	67.0	74.9	81.5	85.4	275	322	⬆️	60	GREEN	17.5	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		67.9	61.6	65.5	53.7	198	369	⬇️	69.0	RED

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	61.9	65.0	67.0	977	1,459	69.0	AMBER	⬆️	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	31.3	20.6	29.3	N/A	N/A	22.0	RED	⬇️	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.7	56.6	56.6	887	1,566	60.0	RED	⬆️	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	35.3	35.5	32.5	N/A	N/A	24.0	RED	⬆️	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	48.1	46.2	45.4	N/A	N/A	48.0	AMBER	⬇️	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.4	16.7	16.9	N/A	N/A	17.5	GREEN	⬇️	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	37.10	33.2	34.61	N/A	N/A	34.40	GREEN	⬆️	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	32.98	30.2	30.15	N/A	N/A	29.20	GREEN	⬇️	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	30.26	31.2	27.33	N/A	N/A	36.00	RED	⬇️	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.3	5.1	5.4	5.7	1,253	22,050	4.8	RED	⬇️	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	19.8	18.2	17.3	1,665	9,603	16.5	AMBER	⬆️	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.4	30.6	28.1	28.7	2,571	8,943	27.0	RED	⬇️	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	0.6	1.1	1.5	140	9,603			⬇️		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	3.6	4.6	4.6	414	8,943			↔️		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Dartford CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	21.5	21.0	20.9	19.8	20.2	20.4	21.2	318	1,497	⇅	25.0	GREEN	19.8	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		89.3	86.2	82.1	78.6	80.6	81.8	70.0	28	40	⇅	90.0	RED	78.6	90.0	RED	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		24.4	25.7	26.6	27.3	26.4	33.3	35.1	26	74	⇅	20.0	RED	27.3	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A			69.7	68.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A			468	485		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		75.0	75.0	75.0	83.3	83.3	79.2	79.2	19	24	↔	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	76.6	84.5	80.1	80.1	80.1	75.8	75.8	17.4	23.0	↔	85.0	AMBER	80.1	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	21.9	22.9	23.1	20.1	21.9	22.3	477	21.4	⇅	18.0	RED	23.1	18.0	RED	N/A	N/A
Dartford EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.6	25.5	25.3	24.8	25.1	25.2	24.9	160	643	⇅	25.0	GREEN	24.8	25.0	GREEN	21	N/A
EH72-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		86.0	84.8	84.5	84.7	83.9	85.6	84.8	223	263	⇅	85.0	AMBER	84.7	85.0	AMBER	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	88.9	88.9	90.0	90.0	9	10	↔	85.0	GREEN	88.9	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	13.0	14.4	13.8	12.1	12.6	12.2	11.5	27	234	⇅	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇅	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
CYPE8	Rate of proven re-offending by CYP	L	Q		21.4	28.1	37.5	43.5	10	23	⇅	32.9	RED	31.4	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		66.7	44.4	77.8	80.0	85.7	71.4	57.1	4	7	↕	60	AMBER	44.4	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.6	2.8	2.8	3.0	3.3	3.2	3.2	105	3,284	↔	2.8	AMBER	2.6	2.8	GREEN	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		10.3	10.5	10.4	10.5	11.0	11.4	11.4	190	1,664	↔	9	RED	10.5	9	AMBER	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	3	4	3	5	N/A	N/A	↕	N/A	N/A	1	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		14	14	14	13	14	13	15	N/A	N/A	↕	N/A	N/A	19	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		72.7	76.7	82.0	86.1	89.8	92.9	96.2	529	550	↑	65	GREEN	76.4	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		47.5	54.9	59.6	66.2	72.9	77.6	86.7	242	279	↑	60	GREEN	23.6	95	RED	N/A	N/A

Education Termly Indicators				Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
										Measure	Numerator	Denominator			
							Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25					
Page 49	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]			H	T		60.6	57.8	56.9	53.4	159	298	↕	69.0	RED

4 Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24		
								Measure	Numerator	Denominator								
									2020-21	2021-22	2022-23	2023-24						
EY14	Percentage of pupils at EYFS achieving a Good Level of Development			H	A		N/A	64.3	70.7	68.4	1,126	1,645	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap			L	A		N/A	26.5	25.0	24.7	N/A	N/A	22.0	AMBER	↑	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics			H	A		N/A	59.2	64.6	67.1	112	1,671	60.0	GREEN	↑	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap			L	A		N/A	25.1	25.2	21.0	N/A	N/A	24.0	GREEN	↑	23.0	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	55.5	53.1	53.5	N/A	N/A	48.0	GREEN	↑	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap			L	A		N/A	18.2	18.6	15.3	N/A	N/A	17.5	GREEN	↑	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	37.71	34.0	34.04	N/A	N/A	34.40	AMBER	↑	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	32.48	30.7	31.02	N/A	N/A	29.20	GREEN	↑	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	33.77	33.5	35.48	N/A	N/A	36.00	AMBER	↑	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)			L	A		2.4	2.8	3.0	3.2	775	24,358	4.8	GREEN	↕	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold			L	A		8.4	17.4	15.2	14.4	1,557	10,815	16.5	GREEN	↑	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold			L	A		7.5	21.1	22.7	23.5	2,411	10,249	27.0	GREEN	↕	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold			L	A		N/A	0.8	0.9	1.1	114	10,815			↕		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold			L	A		N/A	2.2	2.4	2.6	267	10,249			↕		3.8	3.8

Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
													Measure	Numerator	Denominator								
Dover CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	27.6	26.8	26.7	26.4	25.9	25.4	25.3	364	1,439	⬆️	25.0	AMBER	26.4	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		95.7	95.7	93.3	95.3	95.6	95.2	93.6	44	47	⬇️	90.0	GREEN	95.3	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		30.4	29.8	29.2	26.2	28.4	26.3	25.7	28	109	⬆️	20.0	AMBER	26.2	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A			69.7	68.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A			468	485		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		90.9	90.9	90.9	86.4	86.4	86.4	86.4	19	22	↔️	85.0	GREEN	86.4	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	94.8	90.5	90.5	86.1	81.8	81.8	81.8	18.8	23.0	↔️	85.0	AMBER	86.1	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams			L	MS		20.1	19.7	20.4	22.5	22.0	19.5	20.6	428	20.8	⬇️	18.0	AMBER	22.5	18.0	RED	N/A	N/A
Dover EHU							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months			L	R12M		26.9	26.9	28.2	27.6	27.4	27.4	26.8	231	861	⬆️	25.0	AMBER	27.6	25.0	AMBER	21	N/A
	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation			H	MS		93.9	94.7	94.5	94.5	95.8	95.8	96.1	246	256	⬆️	85.0	GREEN	94.5	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding			H	R12M		81.8	81.8	81.8	81.8	81.8	81.8	81.8	9	11	↔️	85.0	AMBER	81.8	85.0	AMBER	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths			L	R12M	✓	14.7	14.5	13.6	13.4	13.8	15.6	17.2	43	250	⬇️	15.0	AMBER	13.4	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)			L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⬇️	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q1 24-25	Q2 24-25	Q3 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		27.3	18.8	24.1	24.0	6	25	↓	32.9	GREEN	30.0	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		60.0	60.0	100.0	84.6	85.7	60.0	66.7	6	9	⬆️	60	GREEN	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		5.0	5.0	4.6	5.0	4.7	4.8	4.7	125	2,670	⬆️	2.8	RED	4.6	2.8	RED	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.3	12.6	12.9	12.8	13.0	12.2	12.1	198	1,643	⬆️	9	RED	11.9	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	2	3	2	1	N/A	N/A	⬆️	N/A	N/A	1	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	0	0	0	0	0	0	N/A	N/A	↔️	N/A	N/A	1	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		79.7	83.1	85.4	88.3	90.0	94.0	96.7	173	179	⬆️	65	GREEN	82.2	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		39.1	50.0	58.9	69.8	72.9	80.0	85.4	216	253	⬆️	60	GREEN	17.1	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25	
								Measure	Numerator	Denominator				
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25	
Page 4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]		H	T		68.6	64.9	71.8	67.1	216	322	⬇️	69.0	AMBER

4 Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
									2020-21	2021-22	2022-23	2023-24					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	64.9	68.2	67.7	720	1,063	69.0	AMBER	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	14.1	17.9	16.6	N/A	N/A	22.0	GREEN	⬆	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	51.9	56.1	54.7	678	1,240	60.0	RED	⬆	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	21.7	28.5	26.8	N/A	N/A	24.0	AMBER	⬆	23.0	26	22
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	44.5	42.0	42.8	N/A	N/A	48.0	RED	⬆	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	16.9	17.1	15.8	N/A	N/A	17.5	GREEN	⬆	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	34.89	32.5	32.24	N/A	N/A	34.40	AMBER	↕	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	29.04	24.3	24.47	N/A	N/A	29.20	RED	⬆	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	30.32	24.9	36.92	N/A	N/A	36.00	GREEN	⬆	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)		L	A		3.9	4.1	4.5	4.7	765	16,243	4.8	GREEN	↕	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold		L	A		8.6	20.7	19.9	18.0	1,384	7,695	16.5	RED	⬆	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold		L	A		13.1	34.7	35.1	34.5	2,256	6,546	27.0	RED	⬆	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold		L	A		N/A	0.4	0.8	0.8	60	7,695			↔		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold		L	A		N/A	2.8	4.3	5.5	359	6,546			↕		3.8	3.8



Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Folkestone and Hythe CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	23.3	21.1	19.4	18.0	16.9	16.6	15.4	189	1,227	⬆	25.0	GREEN	18.0	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		86.1	85.7	87.5	85.7	78.9	78.9	76.9	30	39	⬇	90.0	RED	85.7	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		28.3	28.2	30.6	24.3	25.2	23.0	27.3	33	121	⬇	20.0	AMBER	24.3	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A			468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		90.0	100.0	100.0	95.7	95.7	87.5	87.5	21	24	↔	85.0	GREEN	95.7	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	85.0	85.0	85.0	80.0	85.0	85.0	85.0	17.0	20.0	↔	85.0	GREEN	80.0	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		25.1	31.6	30.1	30.7	29.6	25.8	26.4	502	19.0	⬇	18.0	RED	30.7	18.0	RED	N/A	N/A
Folkestone and Hythe EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH072-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.9	24.8	23.9	23.7	23.4	23.7	22.5	149	661	⬆	25.0	GREEN	23.7	25.0	GREEN	21	N/A
EH092-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		85.9	84.8	85.7	90.0	90.3	91.2	92.2	237	257	⬆	85.0	GREEN	90.0	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.0	88.9	88.9	87.5	87.5	87.5	87.5	7	8	↔	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	15.1	16.5	17.8	17.5	18.6	16.2	15.5	29	187	⬆	15.0	AMBER	17.5	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⬇	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		68.8	50.0	45.5	35.0	7	20	⬆	32.9	AMBER	62.5	28.7	RED	31.0	32.2

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24	
											Measure	Numerator	Denominator									
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25						
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks		H	MS		50.0	50.0	92.3	62.5	84.6	33.3	50.0	5	10	⬆	60	AMBER	62.5	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]		L	MS		2.8	3.6	4.0	4.1	3.8	3.8	3.7	92	2,468	⬆	2.8	AMBER	3.6	2.8	AMBER	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs		L	MS		8.5	8.5	8.9	9.0	9.1	7.7	7.7	104	1,346	↔	9	GREEN	8.5	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils		L	R12M		1	1	1	1	1	1	1	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils		L	R12M		0	0	0	0	0	0	0	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days		H	R12M		85.0	87.6	93.4	95.3	96.0	98.0	98.0	148	151	⬇	65	GREEN	75.6	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention		H	R12M		41.5	49.0	53.1	61.8	64.9	72.6	78.2	190	243	⬆	60	GREEN	15.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25	
								Measure	Numerator	Denominator				
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25	
Page 4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]		H	T		81.8	79.4	74.8	63.6	161	253	⬇	69.0	RED

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24		
								Measure	Numerator	Denominator								
									2020-21	2021-22	2022-23	2023-24						
EY14	Percentage of pupils at EYFS achieving a Good Level of Development			H	A		N/A	65.9	67.1	66.8	762	1,141	69.0	AMBER	⬇	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap			L	A		N/A	23.5	24.2	26.3	N/A	N/A	22.0	RED	⬇	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics			H	A		N/A	60.2	59.4	59.2	732	1,237	60.0	AMBER	⬆	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap			L	A		N/A	21.0	28.1	24.5	N/A	N/A	24.0	AMBER	⬆	23.0	26	22
SISE12	Average score at KS4 in Attainment 8			H	A		N/A	50.1	43.1	41.3	N/A	N/A	48.0	RED	⬇	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap			L	A		N/A	18.5	17.4	14.4	N/A	N/A	17.5	GREEN	⬆	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	33.27	31.0	31.51	N/A	N/A	34.40	AMBER	⬆	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	33.70	30.9	30.62	N/A	N/A	29.20	GREEN	⬇	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]			H	A		N/A	35.80	37.2	32.14	N/A	N/A	36.00	RED	⬇	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)			L	A		4.2	4.8	5.0	5.2	797	15,315	4.8	AMBER	⬇	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold			L	A		9.4	18.5	16.5	16.5	1,206	7,304	16.5	GREEN	↔	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold			L	A		14.3	35.1	33.1	31.6	1,823	5,773	27.0	RED	⬆	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold			L	A		N/A	0.8	0.7	0.8	61	7,304			⬇		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold			L	A		N/A	3.5	3.7	4.7	273	5,773			⬇		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Gravesham CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	22.4	22.2	22.3	21.8	21.8	20.9	20.5	369	1,801	⬆️	25.0	GREEN	21.8	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.4	87.8	86.0	86.0	86.4	90.0	86.0	37	43	⬇️	90.0	AMBER	86.0	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		16.8	15.0	14.0	12.1	12.6	14.5	14.6	20	137	⬆️	20.0	AMBER	12.1	20.0	RED	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A		69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A		468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	22	22	↔️	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	65.9	70.0	65.9	61.7	57.5	61.7	57.5	13.8	24.0	⬇️	85.0	RED	61.7	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.3	19.5	19.8	22.3	18.5	18.0	22.7	450	19.8	⬇️	18.0	RED	22.3	18.0	RED	N/A	N/A
Gravesham EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.3	22.2	23.0	23.0	22.8	22.4	22.1	184	834	⬆️	25.0	GREEN	23.0	25.0	GREEN	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		93.1	91.6	91.6	90.7	90.1	89.2	87.2	355	407	⬇️	85.0	GREEN	90.7	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	7	7	↔️	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	14.5	14.4	13.5	14.2	13.1	13.5	14.2	48	337	⬇️	15.0	GREEN	14.2	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⬇️	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
										Q1 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		36.4	40.9	45.0	44.4	8	18	↓	32.9	RED	29.2	28.7	AMBER	31.0	32.2

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		55.6	100.0	100.0	60.0	76.9	50.0	60.0	6	10	⬆	60	GREEN	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.7	4.0	3.9	4.5	5.1	4.8	4.9	146	2,968	⬇	2.8	RED	4.7	2.8	RED	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		9.8	10.0	10.3	10.7	10.7	10.2	10.2	142	1,395	↔	9	AMBER	9.3	9	AMBER	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	3	3	2	2	2	2	N/A	N/A	↔	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	2	2	2	3	3	2	N/A	N/A	⬆	N/A	N/A	4	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		71.6	75.5	75.1	77.2	80.1	82.8	85.3	425	498	⬆	65	GREEN	75.1	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		46.2	55.0	61.8	68.8	75.1	82.8	90.7	194	214	⬆	60	GREEN	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
					Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25					
Page 40	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		62.9	51.1	54.4	47.4	176	371	⬇	69.0	RED

4 Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
									2020-21	2021-22	2022-23	2023-24					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	66.8	67.4	65.0	900	1,385	69.0	RED	⬇	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	21.2	15.6	20.6	N/A	N/A	22.0	GREEN	⬇	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	61.8	56.6	58.9	857	1,456	60.0	AMBER	⬆	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	20.8	26.1	25.8	N/A	N/A	24.0	AMBER	⬆	23.0	26	22
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	48.4	46.3	45.6	N/A	N/A	48.0	AMBER	⬇	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	15.6	11.8	16.5	N/A	N/A	17.5	GREEN	⬇	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	35.37	29.6	30.64	N/A	N/A	34.40	RED	⬆	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	31.26	27.2	26.52	N/A	N/A	29.20	AMBER	⬇	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	30.78	35.2	31.56	N/A	N/A	36.00	RED	⬇	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)		L	A		2.7	3.1	3.2	3.2	670	20,637	4.8	GREEN	↔	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold		L	A		9.9	20.5	18.6	16.8	1,529	9,089	16.5	AMBER	⬆	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold		L	A		11.5	26.0	38.1	24.2	1,999	8,277	27.0	GREEN	⬆	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold		L	A		N/A	0.7	0.9	0.9	86	9,089			↔		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold		L	A		N/A	2.3	3.7	3.2	267	8,277			⬆		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
					Maidstone CSWT					Dec-24	Jan-25	Feb-25	Mar-25								
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	24.0	24.6	25.2	26.0	26.1	27.0	27.0	608	2,249	↔	25.0	AMBER	26.0	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.2	97.6	97.5	100.0	100.0	100.0	97.0	32	33	↓	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		23.0	25.5	23.7	23.0	23.1	23.5	24.1	27	112	↓	20.0	AMBER	23.0	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A			69.7	68.0		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A			468	485		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		85.7	93.1	93.1	89.3	89.3	88.9	88.9	24	27	↔	85.0	GREEN	89.3	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	68.3	70.3	73.8	68.3	61.4	57.9	61.4	17.8	29.0	↑	85.0	RED	68.3	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.8	20.0	17.9	22.1	22.2	20.6	19.4	507	26.2	↑	18.0	AMBER	22.1	18.0	RED	N/A	N/A
Maidstone EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH072-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		22.5	22.0	23.4	23.3	23.2	22.9	22.6	271	1,197	↑	25.0	GREEN	23.3	25.0	GREEN	21	N/A
	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		96.7	97.0	97.5	96.9	97.0	97.6	97.3	606	623	↓	85.0	GREEN	96.9	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	18	18	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	14.9	14.7	15.0	15.6	15.1	14.7	13.7	85	621	↑	15.0	GREEN	15.6	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	↓	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
									Q1 24-25	Q2 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		16.1	28.9	28.3	30.0	15	50	↓	32.9	GREEN	15.4	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		66.7	75.0	93.8	78.6	93.3	77.8	50.0	4	8	↕	60	AMBER	53.3	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.1	4.3	4.2	4.4	4.3	4.3	4.4	188	4,321	↕	2.8	RED	2.6	2.8	GREEN	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		6.6	6.7	6.6	6.8	7.0	6.5	6.5	140	2,145	↔	9	GREEN	6.7	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		5	5	4	5	5	5	4	N/A	N/A	↑	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		6	8	8	10	9	8	5	N/A	N/A	↑	N/A	N/A	9	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		75.1	80.0	82.0	86.5	88.2	91.8	93.0	675	726	↑	65	GREEN	70.5	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		43.8	50.2	58.7	68.5	76.4	81.6	87.6	397	453	↑	60	GREEN	17.8	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
Page 4	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		70.3	65.8	64.2	61.0	286	469	↕	69.0	RED

4 Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
									2020-21	2021-22	2022-23	2023-24					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	64.2	70.6	69.7	1,448	2,078	69.0	GREEN	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	23.9	14.8	20.5	N/A	N/A	22.0	GREEN	↕	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	58.5	59.0	60.1	1,296	2,155	60.0	GREEN	↗	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	26.3	22.7	24.8	N/A	N/A	24.0	AMBER	↕	23.0	26	22
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	50.8	46.7	48.3	N/A	N/A	48.0	GREEN	↗	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	19.0	19.0	19.3	N/A	N/A	17.5	AMBER	↕	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	38.22	34.5	32.74	N/A	N/A	34.40	AMBER	↕	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	29.94	25.9	24.02	N/A	N/A	29.20	RED	↕	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	37.98	30.0	24.72	N/A	N/A	36.00	RED	↕	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)		L	A		4.5	5.0	5.5	6.0	1,824	30,250	4.8	RED	↕	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold		L	A		7.7	18.0	16.8	14.6	1,936	13,227	16.5	GREEN	↗	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold		L	A		8.0	25.1	24.5	23.5	2,783	11,833	27.0	GREEN	↗	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold		L	A		N/A	0.7	0.7	1.0	126	13,227			↕		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold		L	A		N/A	2.1	2.8	2.8	326	11,833			↔		3.8	3.8

Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends					Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24	
												Measure	Numerator	Denominator									
Sevenoaks North & Tonbridge and Malling CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	24.1	23.3	22.8	22.5	22.9	22.7	22.9	392	1,713	↕	25.0	GREEN	22.5	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		80.9	86.5	84.9	80.8	79.6	79.1	81.0	34	42	↗	90.0	AMBER	80.8	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		10.7	13.5	15.4	17.0	17.5	20.0	22.6	33	146	↘	20.0	AMBER	17.0	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		88.9	88.9	88.9	88.5	88.5	88.9	88.9	24	27	↔	85.0	GREEN	88.5	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	66.4	66.4	66.4	62.9	62.9	61.4	57.9	16.2	28.0	↘	85.0	RED	62.9	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		21.4	22.7	22.3	26.8	24.8	22.9	26.6	521	19.6	↘	18.0	RED	26.8	18.0	RED	N/A	N/A
Sevenoaks South & Tunbridge Wells CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	28.8	28.6	29.2	29.1	30.4	30.6	30.4	484	1,592	↗	25.0	RED	29.1	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		92.3	95.1	94.9	97.6	97.5	97.4	97.6	40	41	↗	90.0	GREEN	97.6	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		37.9	36.7	35.7	24.6	25.4	23.3	24.6	14	57	↘	20.0	AMBER	24.6	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		70.6	70.6	70.6	73.7	73.7	65.0	65.0	13	20	↔	85.0	RED	73.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	81.0	76.2	76.2	80.0	80.0	75.0	80.0	16.0	20.0	↗	85.0	AMBER	80.0	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		21.5	21.4	20.8	22.8	21.4	24.0	23.8	376	15.8	↗	18.0	RED	22.8	18.0	RED	N/A	N/A

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Sevenoaks North & Tonbridge and Malling EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.4	22.7	23.2	22.9	23.9	24.3	25.1	278	1,109	↕	25.0	AMBER	22.9	25.0	GREEN	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.1	98.2	98.1	98.3	98.4	98.4	98.7	534	541	↗	85.0	GREEN	98.3	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	11	11	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	13.1	12.5	12.6	12.5	12.8	12.0	12.9	73	567	↕	15.0	GREEN	12.5	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	↕	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.3	23.9	23.8	23.4	23.9	24.4	24.8	198	799	↕	25.0	GREEN	23.4	25.0	GREEN	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		95.0	95.0	94.5	94.9	95.2	95.3	95.4	354	371	↗	85.0	GREEN	94.9	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.9	100.0	100.0	100.0	100.0	90.9	90.9	10	11	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	11.9	11.8	12.3	13.1	13.8	13.2	13.2	32	242	↔	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	↕	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q1 24-25	Q2 24-25	Q3 24-25	Q4 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		45.0	37.5	30.4	21.1	4	19	↗	32.9	GREEN	44.0	28.7	RED	31.0	32.2



Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		77.8	50.0	63.6	100.0	66.7	100.0	42.9	3	7	↕	60	RED	66.7	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		3.1	3.2	3.0	3.4	3.9	3.8	3.6	95	2,619	↑	2.8	AMBER	2.8	2.8	GREEN	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		14.0	13.8	13.9	14.1	14.6	14.8	15.0	213	1,424	↕	9	RED	13.1	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	3	3	2	2	3	4	N/A	N/A	↕	N/A	N/A	3	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		11	11	8	6	5	5	7	N/A	N/A	↕	N/A	N/A	12	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		67.7	74.4	80.6	87.6	83.7	86.7	86.3	189	219	↕	65	GREEN	65.3	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		43.3	53.9	61.8	67.9	71.7	78.8	84.3	209	248	↑	60	GREEN	21.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
Page 5	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		76.1	70.5	76.4	62.9	127	202	↕	69.0	RED

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24	
								Measure	Numerator	Denominator							
									2020-21	2021-22	2022-23	2023-24					
EY14	Percentage of pupils at EYFS achieving a Good Level of Development		H	A		N/A	68.8	72.4	69.0	892	1,292	69.0	GREEN	↕	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap		L	A		N/A	24.8	14.2	36.2	N/A	N/A	22.0	RED	↕	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics		H	A		N/A	63.9	63.5	65.7	927	1,410	60.0	GREEN	↗	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap		L	A		N/A	34.2	39.8	25.9	N/A	N/A	24.0	AMBER	↗	23.0	26	22
SISE12	Average score at KS4 in Attainment 8		H	A		N/A	43.8	41.0	41.2	N/A	N/A	48.0	RED	↗	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap		L	A		N/A	13.6	12.3	16.1	N/A	N/A	17.5	GREEN	↕	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	34.91	33.8	31.65	N/A	N/A	34.40	AMBER	↕	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	33.76	31.2	26.35	N/A	N/A	29.20	AMBER	↕	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]		H	A		N/A	N/A	N/A	N/A	N/A	N/A	36.00	GREEN	↔	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)		L	A		5.4	5.8	6.0	6.3	824	13,083	4.8	RED	↕	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold		L	A		7.2	17.7	15.3	13.3	1,130	8,471	16.5	GREEN	↗	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold		L	A		15.7	37.6	31.6	29.5	830	2,818	27.0	RED	↗	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold		L	A		N/A	0.7	0.7	0.8	66	8,471			↕		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold		L	A		N/A	4.8	4.6	4.2	119	2,818			↗		3.8	3.8

Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends					Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24	
												Measure	Numerator	Denominator									
Swale Central CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	26.4	26.5	26.5	27.6	26.8	27.6	27.5	373	1,358	⇧	25.0	AMBER	27.6	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	97.1	33	34	⇩	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		36.1	35.8	36.1	35.4	34.9	34.1	33.8	27	80	⇧	20.0	RED	35.4	20.0	RED	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		81.3	81.3	81.3	88.2	88.2	93.8	93.8	15	16	↔	85.0	GREEN	88.2	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	48.9	54.5	54.5	54.5	60.1	57.9	63.4	11.4	18.0	⇧	85.0	RED	54.5	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		25.4	24.1	22.4	21.7	18.9	20.3	21.7	370	17.0	⇩	18.0	AMBER	21.7	18.0	AMBER	N/A	N/A
Swale Island & Rural CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	24.2	24.9	26.4	26.1	26.1	26.1	28.3	310	1,095	⇩	25.0	AMBER	26.1	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		95.0	100.0	100.0	100.0	100.0	100.0	100.0	18	18	↔	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		18.3	20.4	20.4	25.0	24.4	22.4	23.1	12	52	⇩	20.0	AMBER	25.0	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		88.9	83.3	83.3	83.3	83.3	83.3	83.3	15	18	↔	85.0	AMBER	83.3	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	75.0	75.0	75.0	75.0	62.5	62.5	62.5	10.0	16.0	↔	85.0	RED	75.0	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		22.4	22.3	21.3	20.9	19.4	16.1	23.0	276	12.0	⇩	18.0	RED	20.9	18.0	AMBER	N/A	N/A

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Swale EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.8	24.5	24.5	24.7	24.6	24.6	24.5	303	1,236	⬆	25.0	GREEN	24.7	25.0	GREEN	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		77.9	74.9	73.2	74.1	74.8	75.4	77.9	373	479	⬆	85.0	AMBER	74.1	85.0	RED	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		93.3	93.8	93.8	94.1	94.1	88.9	88.9	16	18	↔	85.0	GREEN	94.1	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	13.1	14.9	14.8	14.0	14.0	13.1	13.8	52	377	⬇	15.0	GREEN	14.0	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⬇	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q1 24-25	Q2 24-25	Q3 24-25	Q4 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		41.7	32.6	28.9	31.7	13	41	⬆	32.9	GREEN	50.0	28.7	RED	31.0	32.2

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25					
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		66.7	61.5	93.8	100.0	84.0	66.7	45.0	9	20	↕	60	RED	65.2	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		4.8	5.1	5.0	5.4	5.5	5.8	5.6	212	3,808	↑	2.8	RED	4.2	2.8	RED	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		12.3	12.4	12.6	12.8	13.0	9.2	9.1	280	3,080	↑	9	AMBER	12.5	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		3	4	4	4	3	3	6	N/A	N/A	↕	N/A	N/A	4	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		4	3	3	3	2	2	2	N/A	N/A	↔	N/A	N/A	3	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		69.5	73.8	67.5	71.3	68.5	71.8	72.8	321	441	↑	65	GREEN	75.0	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		44.4	55.6	61.4	68.5	73.9	79.5	85.0	407	479	↑	60	GREEN	20.4	95	RED	N/A	N/A

Education Termly Indicators				Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
										Measure	Numerator	Denominator			
							Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25					
Page 5	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]			H	T		76.4	72.7	67.9	57.0	288	505	↕	69.0	RED


Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	64.2	66.8	67.3	1,290	1,918	69.0	AMBER	⬆️	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	17.2	23.6	20.1	N/A	N/A	22.0	GREEN	⬆️	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	55.1	55.6	60.7	1,204	1,984	60.0	GREEN	⬆️	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	25.6	20.2	24.9	N/A	N/A	24.0	AMBER	⬇️	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	42.4	41.6	N/A	N/A	48.0	RED	⬇️	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	16.6	16.8	17.7	N/A	N/A	17.5	AMBER	⬇️	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	34.50	31.9	32.19	N/A	N/A	34.40	AMBER	⬆️	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	31.42	28.7	29.45	N/A	N/A	29.20	GREEN	⬆️	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	35.12	35.5	31.98	N/A	N/A	36.00	RED	⬇️	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		4.4	5.4	5.8	6.1	1,491	24,482	4.8	RED	⬇️	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		12.0	22.1	19.3	17.7	2,127	12,029	16.5	RED	⬆️	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		24.2	36.8	33.1	32.0	2,869	8,971	27.0	RED	⬆️	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	0.8	1.0	1.1	136	12,029			⬇️		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	4.9	5.9	6.1	548	8,971			⬇️		3.8	3.8

Integrated Children's Services Monthly Indicators				Polarity	Data Period	QPR	Monthly Trends					Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24	
												Measure	Numerator	Denominator									
Thanet Margate CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	26.5	26.9	27.0	27.3	27.9	27.7	27.5	629	2,290	⬆️	25.0	AMBER	27.3	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	42	42	↔️	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		25.3	23.9	23.6	24.2	23.2	24.2	27.2	28	103	⬇️	20.0	AMBER	24.2	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		82.4	88.2	88.2	88.2	88.2	88.9	88.9	16	18	↔️	85.0	GREEN	88.2	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	80.3	80.3	86.2	86.2	86.2	85.0	85.0	14.4	17.0	↔️	85.0	GREEN	86.2	85.0	GREEN	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		27.2	50.1	29.7	21.9	20.9	24.3	25.9	380	14.6	⬇️	18.0	RED	21.9	18.0	AMBER	N/A	N/A
Thanet Ramsgate CSWT							Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)			L	R12M	✓	14.0	12.0	14.0	12.2	12.8	22.9	26.3	10	38	⬇️	25.0	AMBER	12.2	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement			H	R12M		91.2	91.2	90.6	93.1	93.3	92.0	91.3	21	23	⬇️	90.0	GREEN	93.1	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time			T	R12M		37.9	44.0	46.8	54.2	51.9	50.9	55.4	31	56	⬇️	20.0	RED	54.2	20.0	RED	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)			H	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)			H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family			L	R12M		N/A						N/A	N/A	N/A	N/A	N/A	N/A			468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)			H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding			H	R12M		76.5	76.5	76.5	76.5	76.5	76.5	76.5	13	17	↔️	85.0	AMBER	76.5	85.0	AMBER	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers			H	MS	✓	66.3	66.3	66.3	66.3	66.3	60.1	60.1	9.6	16.0	↔️	85.0	RED	66.3	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams			L	MS		N/A						N/A	N/A	N/A	N/A	N/A	N/A			N/A	N/A	
SCS43	Average caseloads in the CSWT Teams			L	MS		22.9	20.6	21.5	26.2	27.1	27.2	27.1	271	10.0	⬆️	18.0	RED	26.2	18.0	RED	N/A	N/A

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Thanet EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		28.9	29.1	29.6	30.9	31.0	32.0	32.6	404	1,238	⇓	25.0	RED	30.9	25.0	RED	21	N/A
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		88.9	88.9	88.6	89.3	89.5	89.2	88.9	433	487	⇓	85.0	GREEN	89.3	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		76.5	81.3	81.3	82.4	82.4	81.3	81.3	13	16	↔	85.0	AMBER	82.4	85.0	AMBER	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	20.5	20.4	19.4	18.4	18.1	16.9	16.8	66	393	⇑	15.0	AMBER	18.4	15.0	AMBER	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇓	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
					Q1 24-25	Q2 24-25	Q3 24-25	Q4 24-25										
CYPE8	Rate of proven re-offending by CYP	L	Q		21.0	17.5	19.1	15.3	11	72	⇑	32.9	GREEN	17.5	28.7	GREEN	31.0	32.2

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24	
											Measure	Numerator	Denominator									
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25						
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks		H	MS		50.0	41.7	91.7	72.7	84.8	50.0	58.3	7	12	⬆️	60	AMBER	42.9	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]		L	MS		4.6	4.9	5.2	5.6	5.3	5.7	5.8	204	3,500	⬇️	2.8	RED	5.4	2.8	RED	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs		L	MS		11.9	12.1	12.3	12.4	12.4	12.1	12.1	276	2,286	↔️	9	RED	11.6	9	RED	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils		L	R12M		1	2	2	7	7	7	7	N/A	N/A	↔️	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils		L	R12M		2	2	3	2	2	1	1	N/A	N/A	↔️	N/A	N/A	2	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days		H	R12M		79.5	83.7	85.4	88.4	90.2	92.6	95.3	446	468	⬆️	65	GREEN	74.1	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention		H	R12M		39.4	48.2	55.8	64.5	71.2	78.4	85.8	302	352	⬆️	60	GREEN	18.2	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24			
	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		78.3	72.9	71.1	67.4	329	488	⬇️	69.0	AMBER

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	60.1	61.2	60.1	869	1,447	69.0	RED	⬇️	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.7	21.0	24.6	N/A	N/A	22.0	AMBER	⬇️	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	52.2	53.9	55.1	891	1,618	60.0	RED	⬆️	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	22.6	22.8	19.5	N/A	N/A	24.0	GREEN	⬆️	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	43.9	44.1	43.1	N/A	N/A	48.0	RED	⬇️	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	15.3	15.8	14.8	N/A	N/A	17.5	GREEN	⬆️	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	32.93	32.35	34.78	N/A	N/A	34.40	GREEN	⬆️	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	34.24	30.49	28.41	N/A	N/A	29.20	AMBER	⬇️	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	47.00	40.36	47.77	N/A	N/A	36.00	GREEN	⬆️	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		5.1	5.9	6.3	6.6	1,329	20,137	4.8	RED	⬇️	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		15.7	24.7	22.0	20.7	1,981	9,557	16.5	RED	⬆️	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.2	31.3	32.2	30.8	2,462	7,997	27.0	RED	⬆️	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	1.1	1.3	1.5	144	9,557			⬇️		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	3.1	3.8	4.3	347	7,997			⬇️		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Sevenoaks North & Tonbridge and Malling CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	24.1	23.3	22.8	22.5	22.9	22.7	22.9	392	1,713	↕	25.0	GREEN	22.5	25.0	GREEN	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		80.9	86.5	84.9	80.8	79.6	79.1	81.0	34	42	↑	90.0	AMBER	80.8	90.0	AMBER	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		10.7	13.5	15.4	17.0	17.5	20.0	22.6	33	146	↕	20.0	AMBER	17.0	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A		69.7	68.0	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A		468	485	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		88.9	88.9	88.9	88.5	88.5	88.9	88.9	24	27	↔	85.0	GREEN	88.5	85.0	GREEN	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	66.4	66.4	66.4	62.9	62.9	61.4	57.9	16.2	28.0	↕	85.0	RED	62.9	85.0	RED	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A		N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		21.4	22.7	22.3	26.8	24.8	22.9	26.6	521	19.6	↕	18.0	RED	26.8	18.0	RED	N/A	N/A
Sevenoaks North & Tonbridge and Malling EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.4	22.7	23.2	22.9	23.9	24.3	25.1	278	1,109	↕	25.0	AMBER	22.9	25.0	GREEN	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		98.1	98.2	98.1	98.3	98.4	98.4	98.7	534	541	↑	85.0	GREEN	98.3	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	11	11	↔	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	13.1	12.5	12.6	12.5	12.8	12.0	12.9	73	567	↕	15.0	GREEN	12.5	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	↕	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q1 24-25	Q2 24-25	Q3 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		26.1	32.0	33.3	30.6	11	36	⬆️	32.9	GREEN	14.3	28.7	GREEN	31.0	32.2



Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
									Dec-24	Jan-25	Feb-25	Mar-25	Apr-25								
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	MS		100.0	37.5	90.9	69.2	92.6	54.5	69.2	9	13	⬆	60	GREEN	36.4	45	AMBER	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.9	3.4	3.5	3.8	3.8	3.9	3.6	119	3,270	⬆	2.8	AMBER	2.7	2.8	GREEN	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	L	MS		7.1	7.4	7.4	7.5	7.7	7.6	7.5	124	1,651	⬆	9	GREEN	7.2	9	GREEN	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	L	R12M		2	3	2	2	2	2	2	N/A	N/A	↔	N/A	N/A	2	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		18	18	17	15	15	15	13	N/A	N/A	⬆	N/A	N/A	11	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.4	89.7	90.7	93.6	94.7	96.9	98.0	198	202	⬆	65	GREEN	73.9	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	H	R12M		37.5	44.8	53.4	62.3	71.5	78.8	83.8	212	253	⬆	60	GREEN	15.0	95	RED	N/A	N/A


Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
PA06	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		69.7	77.2	68.2	62.9	163	259	⬇	69.0	RED

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2023-24	England 2023-24
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	70.6	69.8	72.0	1,098	1,525	69.0	GREEN	⬆	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	23.1	33.3	29.8	N/A	N/A	22.0	RED	⬆	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	59.1	60.5	63.7	1,114	1,750	60.0	GREEN	⬆	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	33.5	32.7	31.7	N/A	N/A	24.0	RED	⬆	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	55.9	53.3	53.8	N/A	N/A	48.0	GREEN	⬆	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	23.0	22.1	21.8	N/A	N/A	17.5	RED	⬆	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	41.92	39.4	39.42	N/A	N/A	34.40	GREEN	⬆	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	32.48	30.7	28.97	N/A	N/A	29.20	AMBER	⬇	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	31.84	32.5	33.15	N/A	N/A	36.00	AMBER	⬆	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.9	4.3	4.5	4.7	1,103	23,677	4.8	GREEN	⬇	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		5.5	15.5	14.3	13.2	1,402	10,603	16.5	GREEN	⬆	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		10.6	28.7	26.8	25.7	2,690	10,479	27.0	GREEN	⬆	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	0.5	0.9	1.0	105	10,603			⬇		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	2.4	2.7	3.4	361	10,479			⬇		3.8	3.8

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2025-26	RAG 2025-26	Kent Outturn 2024-25	Target 2024-25	RAG 2024-25	Benchmark Group 2023-24	England 2023-24
											Measure	Numerator	Denominator								
Sevenoaks South & Tunbridge Wells CSWT					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25									SN or SE	
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M	✓	28.8	28.6	29.2	29.1	30.4	30.6	30.4	484	1,592	⇅	25.0	RED	29.1	25.0	AMBER	19.2	22.4
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		92.3	95.1	94.9	97.6	97.5	97.4	97.6	40	41	⇅	90.0	GREEN	97.6	90.0	GREEN	N/A	N/A
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M		37.9	36.7	35.7	24.6	25.4	23.3	24.6	14	57	⇅	20.0	AMBER	24.6	20.0	AMBER	24.5	24.7
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			69.7	68.0
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M		N/A						N/A	N/A	N/A	N/A	N/A		N/A			468	485
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M		70.6	70.6	70.6	73.7	73.7	65.0	65.0	13	20	⇅	85.0	RED	73.7	85.0	RED	N/A	N/A
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	81.0	76.2	76.2	80.0	80.0	75.0	80.0	16.0	20.0	⇅	85.0	AMBER	80.0	85.0	AMBER	N/A	N/A
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A	N/A		N/A			N/A	N/A
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	21.4	20.8	22.8	21.4	24.0	23.8	376	15.8	⇅	18.0	RED	22.8	18.0	RED	N/A	N/A
Sevenoaks South & Tunbridge Wells EHU					Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25										
EH12-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.3	23.9	23.8	23.4	23.9	24.4	24.8	198	799	⇅	25.0	GREEN	23.4	25.0	GREEN	21	N/A
EH12-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		95.0	95.0	94.5	94.9	95.2	95.3	95.4	354	371	⇅	85.0	GREEN	94.9	85.0	GREEN	N/A	N/A
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		90.9	100.0	100.0	100.0	100.0	90.9	90.9	10	11	⇅	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M	✓	11.9	11.8	12.3	13.1	13.8	13.2	13.2	32	242	⇅	15.0	GREEN	13.1	15.0	GREEN	N/A	N/A
	Average Caseload within EH Units (Families)	L	MS		13.8	14.4	14.2	14.1	12.7	13.7	13.6	1875	137.9	⇅	20.0	AMBER	14.1	20.0	AMBER	N/A	N/A

Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends			Latest Quarter			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	South East as at Jan 2024	England & Wales as at Jan 2024
								Rate	Numerator	Denominator								
								Q1 24-25	Q2 24-25	Q3 24-25								
CYPE8	Rate of proven re-offending by CYP	L	Q		52.4	50.0	42.9	50.0	11	22	↔	32.9	RED	35.7	28.7	RED	31.0	32.2

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month			DOT	Target 2024-25	RAG 2024-25	District Outturn 2023-24	Target 2023-24	RAG 2023-24	Benchmark Group 2023-24	England 2023-24	
											Measure	Numerator	Denominator									
										Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25						
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks		H	MS		100.0	42.9	83.3	77.8	100.0	60.0	50.0	1	2	↕	60	AMBER	50.0	45	GREEN	46.1	50.3
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]		L	MS		2.2	2.5	2.4	2.6	2.6	2.5	2.3	69	2,961	↑	2.8	GREEN	2.3	2.8	GREEN	2.8	3.2
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs		L	MS		9.5	9.8	10.1	9.8	9.7	9.6	10.1	102	1,013	↕	9	AMBER	9.2	9	AMBER	N/A	N/A
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils		L	R12M		0	0	0	0	0	0	0	N/A	N/A	↔	N/A	N/A	0	N/A	N/A	N/A	N/A
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils		L	R12M		8	7	5	6	8	8	8	N/A	N/A	↔	N/A	N/A	9	N/A	N/A	N/A	N/A
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days		H	R12M		87.1	88.8	89.6	92.7	93.0	96.2	98.1	156	159	↑	65	GREEN	83.6	90	RED	N/A	N/A
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention		H	R12M		46.0	53.3	61.2	68.2	75.1	80.6	88.1	178	202	↑	60	GREEN	20.3	95	RED	N/A	N/A

Education Termly Indicators		Polarity	Data Period	QPR	Termly Trends			Latest Term			DOT	Target Spring 2024-25	RAG 2024-25
								Measure	Numerator	Denominator			
										Spring 23-24	Summer 23-24	Autumn 24-25	Spring 24-25
	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	T		71.4	68.8	71.0	60.2	112	186	↕	69.0	RED

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends			Latest Year			Target 2023-24	RAG 2023-24	DOT	Target 2024-25	Benchmark Group 2022-23	England 2022-23
								Measure	Numerator	Denominator						
									2020-21	2021-22	2022-23	2023-24				
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		N/A	66.6	69.2	71.9	878	1,221	69.0	GREEN	⬆️	69.0	69.8	67.7
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		N/A	29.3	28.0	33.3	N/A	N/A	22.0	RED	⬇️	20.0	24.3	20.5
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		N/A	63.4	63.4	68.6	905	1,320	60.0	GREEN	⬆️	62.0	60	60
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		N/A	31.1	38.2	25.6	N/A	N/A	24.0	AMBER	⬆️	23.0	26	22
SISE12	Average score at KS4 in Attainment 8	H	A		N/A	56.6	53.5	54.6	N/A	N/A	48.0	GREEN	⬆️	47.0	47.2	46.1
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		N/A	18.2	22.3	21.7	N/A	N/A	17.5	RED	⬆️	17.0	18.5	15.0
CYPE23	Average point score per A Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	42.35	37.8	38.86	N/A	N/A	34.40	GREEN	⬆️	34.80	35.07	34.38
CYPE24	Average point score per Applied General entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	33.16	29.2	28.24	N/A	N/A	29.20	AMBER	⬇️	30.00	28.45	29.09
CYPE25	Average point score per Tech Level entry at KS5 [State-Funded School students] [National and Benchmark Group averages are State-Funded School and College students]	H	A		N/A	37.25	37.2	36.13	N/A	N/A	36.00	GREEN	⬇️	38.00	28.38	28.11
SEND10	Percentage of pupils with an Education, Health and Care Plan (EHCP)	L	A		3.7	3.9	4.2	4.3	847	19,774	4.8	GREEN	⬇️	4.8	5.0	4.8
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.6	15.9	14.6	11.8	946	8,033	16.5	GREEN	⬆️	15.8	13.7	14.6
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		7.5	23.4	21.0	17.8	1,464	8,241	27.0	GREEN	⬆️	23.0	25.4	25.6
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	L	A		N/A	0.6	0.8	0.8	63	8,033			↔️		0.9	0.9
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	L	A		N/A	2.0	2.5	2.1	177	8,241			⬆️		3.8	3.8

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE11	Number of Secondary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE12	Number of Special Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	May 2025 School Census	July 2025
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	May 2025 School Census	July 2025
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of Aug 2024	Sept 2024
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of June 2025	July 2025
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of June 2025	July 2025
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to end of June 2025	July 2025
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of June 2025	July 2025
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of June 2025	July 2025
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of June 2025	July 2025
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of June 2025	July 2025
EH05-N	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of June 2025	July 2025
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Child Protection cases	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Children in Care	Liberi	Snapshot data as at end of June 2025	July 2025
	Number of Care Leavers	Liberi	Snapshot data as at end of June 2025	July 2025
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to June 2025	July 2025
SEND Indicators				
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-N	Total number of EHCPs issued within 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-D	Total number of EHCPs issued	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP17-A	Average duration in days from assessment request to EHCP completion	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
	Percentage of open Educational Psychology referrals waiting more than 6 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	Synergy - monthly reported data	Snapshot data as at end of June 2025	July 2025

Data Sources for Current Report

Code	Indicator	Source Description	Latest Data Description	Latest Data release date
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to June 2025	July 2025
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to June 2025	July 2025
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to June 2025	July 2025
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at June 2025	July 2025
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at June 2025	July 2025
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to June 2025	July 2025
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to June 2025	July 2025
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to June 2025	July 2025
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at June 2025	July 2025
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at June 2025	July 2025
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at June 2025	July 2025
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at June 2025	July 2025
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at June 2025	July 2025
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at June 2025	July 2025
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Quarter 4 reporting for 2024-25	April 2025
SISE7	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at June 2025	July 2025
CYPE10	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	Synergy - monthly reported data	Snapshot as at June 2025	July 2025
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to June 2025	July 2025
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to June 2025	July 2025
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to June 2025	July 2025
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at April 2025	April 2025
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 2024
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2023-24 DfE Published (LA)/MI Calcs (District)	Nov 2024
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2023-24 DfE Published (LA)/MI Calcs (District)	Dec 2024
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2023-24 DfE Published (LA)/MI Calcs (District)	Dec 2024
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2023-24 DfE Published (LA)/2023-24 NPD (District)	April 2025
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	DfE annual snapshot based on school census	Snapshot as at January 2024	June 2024
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2024-25	May 2024
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH46	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025
EH47	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	Aut/Spr data for academic year 2022-23	2023-24 DfE Published (LA)/MI Calcs (District)	March 2025

## Indicator Definitions

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

## Indicator Definitions

Code	Indicator	Definition
<b>Activity-Volume Measures (Continued)</b>		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH37	Number of First Time Entrants into the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).



## Indicator Definitions

Code	Indicator	Definition
<b>SEND Indicators</b>		
APP17	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-N	Total number of EHCPs issued within 20 weeks	The number of Education and Health Care Plans that are issued within 20 weeks. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-D	Total number of EHCPs issued	The total number of Education and Health Care Plans that are issued. The data is a snapshot at the end of the month. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
APP17-A	Average duration in days from assessment request to EHCP completion	
APP-EP	Percentage of assessment requests sent to Educational Psychology returned within 6 weeks	The percentage of Educational Psychology assessments returned within a 6 week timeframe as a proportion of all such requests.
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent responsible EHCPs	The number of pupils with an EHCP that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with an EHCP
Page 66	Percentage of open Educational Psychology referrals waiting more than 6 weeks	The percentage of open referrals to the educational psychology service that have been waiting more than 6 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
	Percentage of SEND statutory assessment requests waiting more than 20 weeks	The percentage of cases where a request for a statutory assessment has been made but no final EHCP has been issued that have been waiting more than 20 weeks as a proportion of all such cases. The data is a snapshot at the end of the month.
<b>Key Performance Indicators</b>		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding



# Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH10	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive contact and additional information within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include information regarding a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.
EH43	Number of pupils permanently excluded from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of pupils permanently excluded from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
	Percentage (rate) of pupils permanently excluded from primary and secondary phase schools - all Year R to Year 14 pupils	The number of Year R (Reception) to Year 14 pupils permanently excluded from Primary, Secondary, Special schools and PRUs (incl. academies) in the last twelve months expressed as rate over the school population.

# Indicator Definitions

Code	Indicator	Definition
<b>Key Performance Indicators (Continued)</b>		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE13	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP)	Percentage of pupils with an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from primary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Primary school or a Primary academy for 50% or more of their expected sessions over the reported time period.
	Percentage of pupils who are severely absent from secondary schools - all pupils based on 50% threshold	The percentage of pupils that have been severely absent from a Kent maintained Secondary school or a Secondary academy for 50% or more of their expected sessions over the reported time period.

**From:** Sarah Hammond, Corporate Director of Children, Young People and Education

**To:** Beverley Fordham, Cabinet Member for Education and Skills

**Subject:** Capital release for the second phase of works to increase the Designated Number at Nexus Foundation Special School

Decision Number and Title – **25/00073**

Key decision:

- *It involves expenditure or savings of maximum £1m*

Classification: **Unrestricted**

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

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

**Electoral Division:** Mark Hood and Paul Stepto – Tonbridge Division

**Summary:** This report sets out the proposal to release capital funding for the second phase of works required to increase the Designated Number at Nexus Foundation Special School, Upper Haysden Lane, Tonbridge, Kent TN11.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills for proposed decision 25/00073 as set out within the PROD.

## **1. Introduction**

- 1.1 Kent County Council (KCC), as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent (KCP) is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.
- 1.2 The 2024-28 iteration of the KCP highlighted the Special Educational Needs (SEN) place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly. The demand for special school provision within Tonbridge and the wider West Kent area has increased commensurately, and in recent years KCC has commissioned additional places at Nexus without providing additional accommodation.

## **2. Key Considerations and Background**

- 2.1 Since the academic year 2021/22 Nexus has temporarily increased its intake to an average of 16 on its main campus and to 6 for the Wouldham satellite to meet the commissioned demand. The demand for places at Nexus is set to

remain for the foreseeable future and therefore the proposed scheme provides the physical capacity to continue to admit the increased intakes on a permanent basis and ensure the school has the appropriate facilities and accommodation support provision for children with profound, severe and complex needs.

- 2.2 In July 2024, the Cabinet Member for Education and Skills agreed to permanently increase the Designated Number of places at Nexus Foundation Special School from 228 to 330 from September 2024 and to release capital to fund the first phase of works to permanently expand the school. Combined with a second phase of works, which this report details and seeks approval of, this will provide the physical capacity for Nexus to continue to admit the increased intakes on a permanent basis and ensure the school has appropriate facilities and accommodation to support provision for children with profound, severe and complex needs.
- 2.3 The additional places and associated accommodation are to be on its main Tonbridge Site; the satellite at Wouldham will remain with a capacity of 42. The capacity at the Tonbridge site will be 16 per year group on average in the primary phase and 18 on average in the secondary phase.
- 2.4 This paper requests the commitment of High Need Capital Budget funding to complete the second phase of the planned works.

### **3. Alternative Options**

- 3.1 **Do nothing** - Nexus is the only special school for children with profound, severe and complex needs in Tonbridge and Malling and without the delivery of the phase 2 accommodation, the school would not be able to permanently continue to admit as many pupils as it has done on a temporary basis and the number of places available each year would decrease.
- 3.2 Currently, the school has 294 pupil on roll (as at June 2025) and have been commissioned to support 330 from September 2025. The school is utilising non-teaching and shared/communal spaces and facilities on a temporary basis to support the children, but this approach is restricting how and where staff can undertake planning and preparation and also non-teaching activities, which cannot be sustained in the longer term.
- 3.3 If phase 2 was not progressed the school's designated number would have to reduce from 330. This would also involve the initiation of a statutory process, including public consultation and require KCC to pay for independent places when otherwise it would not need to.
- 3.4 The number of places the school could accommodate on a permanent basis without further accommodation would be greater than 228, detailed work would need to be carried out to determine the final figure, it is however estimated at approximately 260.
- 3.5 This would mean 70 fewer permanent places would be available within the state maintained sector and KCC may then be required to place those children within the independent sector, with places likely to be further away from children's

homes and at a significant cost to KCC, including placement and transport costs.

- 3.6 The annual cost of a state-funded special school place is approximately half the cost of an independent school place. The resulting impact of not providing the permanent additional places would be an increase to the on-going financial revenue pressure on the High Needs Block, of up to £1.75m per year. Along with additional transport costs which would be dependent on where children are placed.
- 3.7 **Proposed Decision:** Progress with phase 2 - this is the recommended proposal as it will permanently increase capacity at the school and avoid further pressure of placements in the independent and non-maintained sector, potential revenue cost avoidance of up to £1.75m per year. Whilst the capital cost of delivering phase 2 of the construction is significantly greater than previously estimated, it is in line with market prices, within the budget available and will provide value for money to KCC whilst improving the provision for children with some of the most complex needs in the local community.

#### 4. Financial Implications

- 4.1 Comprehensive feasibility and design work has been completed in preparation for progression through the planning process for phase 2. This phase will provide the school with the main additional accommodation required to accommodate a total roll of 330 pupils on a permanent basis. It entails a single storey standalone traditional construction build, consisting of 4 general classrooms and a specialist science room. It also includes a calm space/room, 2 small group rooms paired with the classrooms, accessible toilets via a cloakroom between classrooms, a hygiene suite and suitable circulation space along with other ancillary accommodation to meet the needs of the pupils using the accommodation. Along with accommodation delivered in Phase 1, this will add teaching space to the school and enable the school to stop using space it has temporarily converted to teaching space.
- 4.2 The type and amount of accommodation proposed is based on the findings of a space needs assessment against BB104, which is Department of Education (DfE) guidance for space standards in special schools.
- 4.3 A detailed cost plan has been produced estimating that £7,173,774 of High Need Capital Budget funding is required to complete phase 2 of the project. The previous initial high-level feasibility, completed prior to phase 1, estimated that £2.88m would be required for Phase 2. However, this proved to be an underestimation when the more detailed feasibility work was completed taking into consideration specific site and operational constraints.
- 4.4 The revised cost estimate represents a significant increase from the original projection. To ensure accuracy, the County Council commissioned independent verification from chartered quantity surveyors, who confirmed that the figure of £7,173,774 aligns with current market expectations.
- 4.5 The cost increase can be attributed to three principal factors:

- **Macroeconomic Conditions:** Rising labour and material costs, coupled with global economic uncertainty, have contributed to higher inflationary pressures, which are now being reflected in contractor pricing.
  - **Project-Specific Developments:** Detailed design and site investigations have progressed since the initial estimate, including assessments of building placement, ground conditions, site logistics and planning and environmental requirements. This has revealed additional cost elements that were not considered in the initial estimate.
  - **Initial Estimation Optimism:** The original cost estimate was subject to a greater degree of optimism bias than was appropriate by the contractor that produced it.
- 4.6 The original estimate was independently prepared by contractors who were requested to produce realistic project estimates, albeit at an early stage of the project's development. This was informed by market rates and information available at the time (4Q 2023). Officers within the Infrastructure Division have since introduced improved processes to reduce the likelihood of similar issues arising in future projects.
- 4.7 The combined cost of Phase 1 and 2 construction works would be £8,433,774; which is £82,684.06 per place across the 102 additional places. This is slightly below the average of £85,738 per place based on 74 schemes completed nationally and included within the June 2025 National School Delivery Cost Benchmarking Report, which was compiled by Local Authorities and the DfE.
- 4.8 The proposed expenditure enables delivery of the Council's statutory services and requirements at a minimum possible level as set out in KCC's Spending Control Guidance and avoiding the need for Independent Placements will support the County Council to prevent the current situation from getting worse as set out in section 3.
- 4.9 **Revenue Funding:** Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's funding formula. This is a total of £42,500 one-off revenue costs. All school related revenue costs highlighted will be met from the Dedicated Schools Grant, a ring-fenced grant from the Department of Education.
- 4.10 Both the Capital and Revenue funding requirement are expected to be met in full from DfE specific grants. The Capital funding will come from the High Needs Capital Grant with a combined allocations totalling over £70m (between 2023-26). The cost avoidance outlined in section 3.6 also impacts expenditure funded from the high needs block, a specific grant from the DfE which the Council is currently overspending and is aiming to recover through the implementation of the Safety Valve Agreement, of which this proposal will support this plan.

- 4.11 There is no direct General Fund costs or savings associated with this proposal. However, if this was not to proceed, any feasibility costs to date would be classed as “abortive” and could no longer be classed as capital expenditure, therefore these costs would become a one-off revenue costs on the General Fund. The estimated costs to date with phase 2 are £0.4m.

## **5. Legal implications**

- 5.1 Planning permission will be required for the new accommodation to enable the expansion of the school’s accommodation.
- 5.2 The Council will procure a contractor in line with procurement law and KCC policy. This will be done in consultation with Strategic Commissioning, General Counsel and implemented by Director of Infrastructure. Appropriate contracts and licenses, which include provision for premises access (the school owns the freehold of the land) to enable the required works, will need to be put in place and will be drawn up by KCC Estates.
- 5.3 Whilst the first smaller phase of construction was managed by the school under a formal Development Agreement with KCC, the second phase is proposed to be managed by KCC through a build contract with a main contractor, with authority sought for the Director of Infrastructure to enter into such contract in consultation with the General Counsel and Director of Education.

## **6. Equalities implications**

- 6.1 An Equality Impact Assessment (EqIA) has been produced, and no issues were identified in the early-stage EqIA, the assessment will be reviewed as the project continues. The design of the buildings has fully incorporated the access needs of the pupils with profound, severe and complex needs.

## **7. Governance**

- 7.1 The proposed decision will authorise the Director of Infrastructure, Strategic and Corporate Services in consultation with the General Counsel and Director of Education to enter into any necessary contracts/ agreements on behalf of the County Council with Nexus Foundation Special School and the relevant construction contractor(s). It would also enable the Director of Infrastructure, Strategic and Corporate Services to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

## **8. Consultation**

- 8.1 An informal education consultation ran from 17 May 2024 to 21 June 2024. The results were presented to Cabinet Committee as part of the Phase 1 Decision. Overall, of the 11 respondents, 8 were in support of the school’s expansion and 3 either disagreed with the proposed expansion or were undecided. Of those who disagreed (2) concerns related to parking and drop-off and whether class sizes would increase. The Phase 2 proposals include increased parking and drop-off capacity and through providing additional accommodation the aim is to

ensure that class sizes decrease to support the needs of children with the most complex needs.

8.2 In accordance with the Department for Education's Statutory Guidance (January 2024): Making 'prescribed alterations' to maintained schools, a formal statutory consultation process was completed as part of increasing the school's Designated Number, this is a Public Notice.

8.3 Following the Cabinet Member decision in July 2024, a Public Notice ran from 15 August 2024 to 12 September 2024. There were no objections to the Public Notice.

## **9. Views**

### **9.1 The View of the Local Members**

The KCC Members for Tonbridge Division, Mark Hood and Paul Stepto, have been consulted on this proposal.

Mr Hood provided the following comments:

'I believe that increasing the capacity of Nexus will improve its ability to meet the needs of children and families in West Kent and Tonbridge specifically. The school provides an excellent educational environment and it's expansion will enable it to meet its potential.

By increasing capacity the council can provide more places and this can cut journey times which will benefit pupils and subsequently reduce the cost of Home to School Transport where that is required as the campus is easily reached from the towns and villages in West Kent.

Nexus has a proven record of delivering excellent results and is a valued part of the Tonbridge community.'

### **9.2 The View of the Assistant Director Education – West Kent**

The Assistant Director fully supports this proposal as it contributes to ensuring sufficient places to meet the demand for SEND provision in Tonbridge and Malling and the wider West Kent area.

## **10. Conclusions**

10.1 This proposal seeks approval to release High Needs capital to complete Phase 2 of the expansion works at Nexus Foundation Special School. These works will enable the school to accommodate the increased Designated Number on a permanent basis and ensure that children with profound, severe and complex needs in Tonbridge and Malling, and the wider West Kent area, have access to appropriate local specialist provision.

## **11. Recommendation(s):**

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

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for



## 12. Background documents

Commissioning Plan for Education Provision in Kent 2024-28 & 2025-29  
Proposed Record of Decision

## 13. Contact details

### Report Author:

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### Relevant Director:

Christine McInnes  
Director of Education

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#### Email address

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Beverley Fordham, Cabinet Member for Education and Skills

**DECISION NUMBER:**

25/00073

**For publication****Key decision: YES**

*Key decision criteria. The decision will:*

- a) *result in savings or expenditure which is significant having regard to the budget for the service or function (currently defined by the Council as in excess of £1,000,000)*

**Subject Matter / Title of Decision**

Release of capital for the second phase of works to increase the Designated Number at Nexus Foundation Special School

**Decision:**

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

- a) APPROVE the allocation of £7,173,774 in funding from the Children Young People and Education Services High Need Capital Budget to fund the second phase of works to permanently expand Nexus Foundation Special School.
- b) DELEGATE authority to the Director of Infrastructure in consultation with the General Counsel and Director of Education to enter into any necessary contracts or other legal agreements as required to implement this decision.
- c) AGREE that the Director of Infrastructure be the nominated Authority Representative within the relevant agreements, with authority to enter variations as envisaged under the contracts. Variations to contract value to be no more than 10% above the capital funding agreed by the Cabinet Member without requiring a new Record of Decision.

**Reason(s) for decision:**

In July 2024, the Cabinet Member for Education and Skills approved (via key decision 24/00060) to permanently increase the Designated Number of places at Nexus Foundation Special School from 228 to 330 from September 2024 and to release capital to fund the first phase of works to permanently expand the school.

This decision seeks approval for the allocation of High Needs Capital Budget for the second phase of the planned works. These works, when combined with the completed first phase of works, will provide the physical capacity for Nexus to continue to admit the increased intakes on a permanent basis and ensure the school has appropriate facilities and accommodation to support provision for children with profound, severe and complex needs.

**Financial Implications**

Progression with phase 2 will permanently increase capacity at the school and avoid further pressure of placements in the independent and non-maintained sector, potential revenue cost avoidance of up to £1.75m per year. Whilst the capital cost of delivering phase 2 of the construction is significantly greater than previously estimated, it is in line with market prices, within the budget

available and will provide value for money to KCC whilst improving the provision for children with some of the most complex needs in the local community.

Comprehensive feasibility and design work has been completed in preparation for progression through the planning process for phase 2. This phase will provide the school with the main additional accommodation required to accommodate a total roll of 330 pupils on a permanent basis. It entails a single storey standalone traditional construction build, consisting of 4 general classrooms and a specialist science room. It also includes a calm space/room, 2 small group rooms paired with the classrooms, accessible toilets via a cloakroom between classrooms, a hygiene suite and suitable circulation space along with other ancillary accommodation to meet the needs of the pupils using the accommodation. Along with accommodation delivered in Phase 1, this will add teaching space to the school and enable the school to stop using space it has temporarily converted to teaching space.

The type and amount of accommodation proposed is based on the findings of a space needs assessment against BB104, which is Department for Education (DfE) guidance for space standards in special schools.

A detailed cost plan has been produced estimating that £7,173,774 of High Need Capital Budget funding is required to complete phase 2 of the project. The previous initial high-level feasibility, completed prior to phase 1, estimated that £2.88m would be required for Phase 2. However, this proved to be an underestimation when the more detailed feasibility work was completed taking into consideration specific site and operational constraints.

The revised cost estimate represents a significant increase from the original projection. To ensure accuracy, the County Council commissioned independent verification from chartered quantity surveyors, who confirmed that the figure of £7,173,774 aligns with current market expectations.

The cost increase can be attributed to three principal factors:

- **Macroeconomic Conditions:** Rising labour and material costs, coupled with global economic uncertainty, have contributed to higher inflationary pressures, which are now being reflected in contractor pricing.
- **Project-Specific Developments:** Detailed design and site investigations have progressed since the initial estimate, including assessments of building placement, ground conditions, site logistics and planning and environmental requirements. This has revealed additional cost elements that were not considered in the initial estimate.
- **Initial Estimation Optimism:** The original cost estimate was subject to a greater degree of optimism bias than was appropriate by the contractor that produced it.

The original estimate was independently prepared by contractors who were requested to produce realistic project estimates, albeit at an early stage of the project's development. This was informed by market rates and information available at the time (4Q 2023). Officers within the Infrastructure Division have since introduced improved processes to reduce the likelihood of similar issues arising in future projects.

The combined cost of Phase 1 and 2 construction works would be £8,433,774; which is £82,684.06 per place across the 102 additional places. This is slightly below the average of £85,738 per place based on 74 schemes completed nationally and included within the June 2025 National School Delivery Cost Benchmarking Report, which was compiled by Local Authorities and the DfE.

The proposed expenditure enables delivery of the Council's statutory services and requirements at a minimum possible level as set out in KCC's Spending Control Guidance and avoiding the need for Independent Placements will support the County Council to prevent the current situation from getting worse.

**Revenue Funding:** Should the scheme progress, £6,000 per new learning space would be provided towards the cost of furniture and equipment. This would be provided to the school to purchase required equipment. In addition, an allowance of up to £2,500 may be payable to outfit each new teaching room with appropriate ICT equipment, such as touch screens or projection equipment. The school would receive funding for the additional pupils that it admits in line with the funding allocated to special schools through KCC's funding formula. This is a total of £42,500 one-off revenue costs. All school related revenue costs highlighted will be met from the Dedicated Schools Grant, a ring-fenced grant from the Department of Education.

Both the Capital and Revenue funding requirement are expected to be met in full from DfE specific grants. The Capital funding will come from the High Needs Capital Grant with a combined allocations totalling over £70m (between 2023-26). The cost avoidance outlined above also impacts expenditure funded from the high needs block, a specific grant from the DfE which the Council is currently overspending and is aiming to recover through the implementation of the Safety Valve Agreement, of which this proposal will support this plan.

There is no direct General Fund costs or savings associated with this proposal. However, if this decision did not proceed, any feasibility costs to date would be classed as "abortive" and could no longer be classed as capital expenditure, therefore these costs would become a one-off revenue costs on the General Fund. The estimated costs to date with phase 2 are £0.4m.

### **Legal Implications**

Planning permission will be required for the new accommodation to enable the expansion of the school's accommodation.

The Council will procure a contractor in line with procurement law and KCC policy. This will be done in consultation with Strategic Commissioning, General Counsel and implemented by Director of Infrastructure. Appropriate contracts and licenses, which include provision for premises access (the school owns the freehold of the land) to enable the required works, will need to be put in place and will be drawn up by KCC Estates.

Whilst the first smaller phase of construction was managed by the school under a formal Development Agreement with KCC, the second phase is proposed to be managed by KCC through a build contract with a main contractor, with authority sought for the Director of Infrastructure to enter into such contract in consultation with the General Counsel and Director of Education.

### **Equalities implications**

Equality Impact Assessment (EqIA) has been produced, and no issues were identified in the early-stage EqIA, the assessment will be reviewed as the project continues. The design of the buildings has fully incorporated the access needs of the pupils with Profound, Severe and Complex Needs.

### **Data Protection implications**

KCC and the school are the 'controllers' under the General Data Protection Regulation and will ensure that any personal information is processed fairly and lawfully within any consultation work.

### **Cabinet Committee recommendations and other consultation:**

*To be completed following consideration at 16 September 2025 Children's, Young People and Education Cabinet Committee.*

### **Any alternatives considered and rejected:**

**Do nothing** - Nexus is the only special school for children with profound, severe and complex needs in Tonbridge and Malling and without the delivery of the phase 2 accommodation, the school would not be able to permanently continue to admit as many pupils as it has done on a temporary basis

and the number of places available each year would decrease.

Currently, the school has 294 pupils on roll (as at June 2025) and have been commissioned to support 330 from September 2025. The school is utilising non-teaching and shared/communal spaces and facilities on a temporary basis to support the children, but this approach is restricting how and where staff can undertake planning and preparation and also non-teaching activities, which cannot be sustained in the longer term.

If phase 2 was not progressed the school's designated number would have to reduce from 330. This would also involve the initiation of a statutory process, including public consultation and require KCC to pay for independent places when otherwise it would not need to.

The number of places the school could accommodate on a permanent basis without further accommodation would be greater than 228, detailed work would need to be carried out to determine the final figure, it is however estimated at approximately 260.

This would mean 70 fewer permanent places would be available within the state maintained sector and KCC may then be required to place those children within the independent sector, with places likely to be further away from children's homes and at a significant cost to KCC, including placement and transport costs.

The annual cost of a state-funded special school place is approximately half the cost of an independent school place. The resulting impact of not providing the permanent additional places would be an increase to the on-going financial revenue pressure on the High Needs Block, of up to £1.75m per year. Along with additional transport costs which would be dependent on where children are placed.

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

.....  
signed

.....  
date

## EQIA Submission – ID Number

### Section A

#### EQIA Title

Proposed Increase of a Designated Number of Nexus Foundation Special School - Version 3

#### Responsible Officer

Paul Wilson - CY EDSSEN

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

Nicholas Abrahams - CY EDSSEN

### Type of Activity

#### Service Change

No

#### Service Redesign

No

#### Project/Programme

Project/Programme

#### Commissioning/Procurement

No

#### Strategy/Policy

No

#### Details of other Service Activity

No

### Accountability and Responsibility

#### Directorate

Children Young People and Education

#### Responsible Service

Education/Provision Planning

#### Responsible Head of Service

Nicholas Abrahams - CY EDSSEN

#### Responsible Director

Christine McInnes - CY EDSSEN

### Aims and Objectives

To provide sufficient school places

Kent County Council (KCC), as the Local Authority (LA), has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent 2025-29 (KCP) is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent.

The 2024-28 iteration of the KCP highlighted the SEN place pressure that Kent has experienced, with the number of Education Health and Care Plans (EHCPs) increasing significantly. The demand for special school provision within Tonbridge and the wider West Kent area has increased commensurately, and in recent years KCC has commissioned additional places at Nexus without providing additional accommodation. Since the academic year 2021/22 Nexus has temporarily increased its intake to an average of 16 on its main campus and to 6 for the Wouldham satellite to meet the commissioned demand. The demand for places at Nexus is set to remain for the foreseeable future and therefore the proposed scheme provides the physical capacity to continue to admit the increased intakes on a permanent basis.

### Section B – Evidence

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

Yes
<b>It is possible to get the data in a timely and cost effective way?</b>
Yes
<b>Is there national evidence/data that you can use?</b>
Yes
<b>Have you consulted with stakeholders?</b>
Yes
<b>Who have you involved, consulted and engaged with?</b>
<p>An informal education consultation was held from 17 May 2024 to 21 June 2024. The consultation document was distributed by the Nexus to parents, members of staff and governors. The consultation was also emailed to all key stakeholders, including but not limited to the following groups:</p> <ul style="list-style-type: none"> <li>• The Department for Education</li> <li>• The Diocese of Rochester, The Canterbury and Southwark</li> <li>• Elected Members (Kent County Council, District and Parish Councils)</li> <li>• Local Members of Parliament (MPs)</li> <li>• Trade Unions</li> <li>• Local Children's Centres and pre-school providers</li> <li>• Schools in Maidstone area</li> </ul> <p>The consultation was advertised on the KCC and school websites and a drop-in information session was held on Tuesday 4 June 2024, 16:00 to 17:30 at the school.</p> <p>Following the Cabinet Member decision in July 2024, a Public Notice ran from 15 August 2024 to 12 September 2024.</p>
<b>Has there been a previous Equality Analysis (EQIA) in the last 3 years?</b>
No
<b>Do you have evidence that can help you understand the potential impact of your activity?</b>
Yes
<b>Section C – Impact</b>
<b>Who may be impacted by the activity?</b>
<b>Service Users/clients</b> Service users/clients
<b>Staff</b> No
<b>Residents/Communities/Citizens</b> No
<b>Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b>
Yes
<b>Details of Positive Impacts</b>
The increase in Nexus' designated number and physical accommodation enables more children from Tonbridge and the wider West Kent area to benefit from an appropriate local SEN place.
<b>Negative impacts and Mitigating Actions</b>
<b>19.Negative Impacts and Mitigating actions for Age</b>
<b>Are there negative impacts for age?</b>
No
<b>Details of negative impacts for Age</b>
Not Applicable



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

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

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**From:** Beverly Fordham, Cabinet Member for Education and Skills  
Sarah Hammond, Corporate Director Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 16 September 2025

**Subject:** Services to Schools – 2026-27

**Decision no:** 25/00071

**Key Decision:** It affects more than 2 Electoral Divisions, and it involves expenditure or savings of maximum £1m.

**Classification:** Unrestricted

**Past Pathway of report:** None

**Future Pathway of report:** None

**Electoral Division:** All

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

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**Summary:** Changes in the national arrangements for funding schools and local authorities have seen a greater proportion of resources becoming incorporated into schools delegated budgets, with less resource retained by local authorities to deliver services for schools. The expectations of successive Governments have been that schools will increasingly chose and fund the services they wish to have. Maintained schools, and pupil referral units have been consulted on proposals to change how certain services provided to them by the Council are funded. This report sets out the outcomes of that consultation and makes recommendations for the Cabinet Member to consider. Adoption of the recommendations requires the approval of the Schools Funding Forum, therefore the Cabinet Member's decision will form the Council's recommendations to the Forum.

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

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE, or MAKE RECOMMENDATIONS** to the Cabinet Member for Education and Skills on the proposed decision as set out in the PROD.

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## **1. Introduction**

- 1.1 The national funding arrangements for schools and local authorities has been shifting over the years as the Department for Education (DfE) seeks to move schools and academies to a consistent funding arrangement. Kent County Council (the Council) has long argued there should be parity of funding between maintained schools and academies, and between Kent schools and those in other parts of the England.

- 1.2 With the introduction of the School Funding Reforms in 2013-14 Local Authorities were directed to delegate a number of former centrally retained Dedicated Schools Grant (DSG) budgets to schools for the first time. At the time, a total of £8.7m of DSG funding was delegated to schools from 1 April 2013 and at the same time, local Schools Funding Forums were given the powers to de-delegate funding. This is where some of this funding is returned to the LA for certain categories of spend where better efficiency could be achieved through central delivery by the LA.
- 1.3 The Education Services Grant (ESG) allocated to local authorities by the Government for the provision of statutory services in relation to schools was withdrawn in 2016/17. The DfE introduced a provision within the School Funding Regulations for local authorities to agree a contribution from LA maintained schools budget shares (top-slice) towards the cost of statutory services. This principle reflects the charge that most Multi Academy Trusts (MATs) place on their schools for central services.
- 1.4 With the introduction of the National Funding Formula and the withdrawal of DfE funding to Local Authorities to support schools, we have seen funding shifting from Local Authorities to schools to pay for services. It is acknowledged that cost pressures and inflation will have reduced the purchasing power of these allocations for schools. However, the Council has been slow in transferring the costs of services from itself to its maintained schools in line with DfE changes described above, instead continuing to fund many school services from council tax.
- 1.5 Accordingly, it was important the Council reviewed whether it had kept up with funding changes and was not now inadvertently advantaging maintained schools over academies. In the County, c50% of schools are academies, educating c66% of Kent's children.
- 1.6 The Council provides a range of services to maintained schools. These are delivered by teams across the Council. A review was undertaken to identify all services KCC provides to schools, determine the funding sources and recipient schools of these to ensure compliance with funding and grant conditions; and to identify potential changes and the possible timing of these.
- 1.7 The first phase of the review was implemented from 1 April 2025<sup>1</sup>, which saw maintained school de-delegating funding for school improvement services, and contingencies for the costs of school-based redundancies; along with top-slicing funding for moderation of end of key stage assessments. The Council also ceased funding headteacher recruitment support to governing bodies.
- 1.8 Phase two of the review is, subject to final decisions, intended to be implemented from 1 April 2026. A consultation with maintained schools and pupil referral units (PRUs) took place in term 6 of 2024-25.
- 1.9 This report provides details of the outcome of this consultation. For brevity, it does not set out the detail behind each proposal, why each was proposed, how the Council secures value for money (VFM) and the alternatives considered.

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<sup>1</sup> Key decision: [Decision - 24/00099 - Funding of Services to Schools](#)

These details are contained in the consultation document which is attached as Appendix A.

- 1.10 The Cabinet Member for Education and Skills will be asked to decide on the final proposals on behalf of the Council. However, as four of the five proposals involve top-slicing funding from maintained schools delegated budgets, the Schools Funding Forum will need to agree with the Council's final proposals for these. The Forum will be consulted in November 2025 once the Council's decision has been made.

## **2. Key Considerations**

- 2.1 The consultation covered five areas of service delivery with proposals regarding how these are funded moving forward. In summary these are:
- **Statutory compliance testing and surveys, including tree surveys** – the proposal is for the Council to continue to commission these services for maintained schools and PRUs, but for the funding to come from their delegated budgets via a top-slice. The decision would be for a rolling 2-year period.
  - **Health and Safety advice and training** – the proposal is for the Council to continue to provide health and safety advice and training to maintained schools and PRUs, but for the funding to come from their delegated budgets via a top-slice. The decision would be for a rolling 2-year period.
  - **Employment Tribunal Awards** – the proposal is to top-slice maintained school and PRU delegated budgets to meet the Council's costs related to school-based employment tribunals. The decision would be for a rolling 2-year period.
  - **Staff Care (Occupational Health Advice)** – the proposal for the Council to cease commissioning occupational health advice for maintained schools and PRUs. Instead, schools and PRUs would procure their own service from the market, funded from their delegated budgets.
  - **Administration of teachers' pensions** – the proposal is to top-slice maintained school and PRU budgets for the Council's full cost of the administering the pension arrangements of maintained school teaching staff. The decision would be for a rolling 2-year period.
- 2.2 For each area, the consultation document set out what schools would receive under the proposal, the costs, and any changes in service that might be contained within the proposal.
- 2.3 Proposals for top-slicing maintained schools' budgets requires the support of the maintained schools' representatives (primary and secondary) on the Schools Funding Forum. Similarly, the special school and PRU representatives vote in respect of buy-back.

- 2.4 In the event that the Schools Funding Forum does not agree, the Council would need to determine how to proceed. Options vary by proposal and are included in section B of the consultation document. These include continuing to provide the service in full or at a reduced level, amending the proposal and reconsulting, or referring the matter to the Secretary of State for determination.
- 2.5 The final decisions have implications for the Council's contracts and service level agreements with Skanska, Kent Landscape Services and HR Connect, as these organisations provide the majority of these services.

### **3. Consultation outcome**

- 3.1 The consultation ran from 9 June to 21 July 2025. It was promoted in headteacher briefings, governor updates, and finance information groups, as well as being communicated via KELSI and published the Council's Let's Talk website. The audience was governors, headteachers and business managers of maintained schools and PRUs.
- 3.2 There were 589 visits to the consultation page, with 423 interactions (such as downloading the document). 71 responses were received from 61 schools. Five responses were received from one primary school, and five from one federation of four schools. Kent has 289 maintained schools and PRUs, thus 21% of schools and PRUs responded. 48 responses were from the primary sector, 12 from the secondary sector, one from an all-through school (included in secondary analysis), nine from the special school sector and one PRU response.
- 3.3 21 responses were from headteachers, 11 from governors, 37 from school business managers, and two from others postholders in schools.

#### *Statutory compliance testing and surveys, including tree surveys.*

- 3.4 Statutory compliance testing and surveys include the following areas: asbestos management, water hygiene, fire safety, electrical safety, gas, oil and petroleum gas services, lifts, local exhaust ventilation and extraction equipment, trees, and radon.
- 3.5 Our proposal for 2026-27 is that maintained schools and PRU budgets fund the full costs of the schools element of the Council's facilities management contract with Skanska (through which it arranges and manages all premises-related statutory compliance tests and surveys) and its contract with Kent Landscape Services (for tree surveys on school sites). It is also proposed that a "rolling two year" agreement process be adopted, such that if agreed, the arrangements under consultation would apply to 2026-27 and 2027-28. The annual consultation next year (2026-27) would confirm if the arrangements would continue in 2027-28 and decide if arrangements were to continue or change for 2028-29. This is to enable both schools and the Council to plan for any changes in service delivery and to provide the time for both parties to enter/exit contracts as necessary.
- 3.6 59% of respondents disagreed or strongly disagreed with the proposals to top-slice maintained school budgets to meet the costs of statutory compliance tests

and tree surveys, compared to 38% who agreed/strongly agreed. Secondary phase representatives were more strongly opposed (77% strongly disagreeing), compared to primary and special where respectively 56% and 55% either disagreed or strongly disagreed. The detailed breakdown is as per Table 1 below:

Table 1: To what extent do you agree or disagree with the proposal to top-slice school budgets for statutory compliance testing and surveys, including tree surveys?

	Primary		Secondary		Special		PRU	
	Number	%	Number	%	Number	%	Number	%
Strongly agree	5	10%	1	8%	2	22%	0	0%
Tend to agree	15	31%	1	8%	2	22%	1	100%
Neither agree/disagree	1	2%	1	8%	0	0%	0	0%
Tend to disagree	2	4%	0	0%	3	33%	0	0%
Strongly disagree	25	52%	10	77%	2	22%	0	0%
Not sure/blank	0	0%	0	0%	0	0%	0	0%
Total	48	100%	13	100%	9	100%	1	100%

### 3.7 The main reasons given for opposing the proposal were:

- Budget - the impact on the sustainability of/cost pressures on schools' budgets (18 responses) (particularly small schools), the resultant negative impact on pupils' education (7), already having to make staff redundant/fewer adults/at skeleton staffing (5), and for large schools the proposal would be costly (2). Some felt KCC was seeing school budgets as part of the answer to its own financial problems (3) and/or was already top-slicing too much. Others stated KCC should provide these services/find money from somewhere else (5); or that statutory compliance testing is the responsibility of the landlord and schools should not have to pay for this (3).
- Schools should commission - some respondents disagreed with the notion of top-slicing because they believed they could achieve better VFM if they arranged testing and surveys themselves (3); were unconvinced KCC secures VFM (3); commented that statutory compliance tasks are not always arranged on time/have to chase. Secondary schools in particular felt their staff have the skills to commission these surveys and the responsibility to do so should pass to them rather than top-slicing funding for central commissioning. They felt this would increase their control over quality.
- Combination – it cannot be inferred that all those saying that schools should commission their own compliance surveys (rather than KCC managing the process) were saying they agreed schools should fund these.

### 3.8 Those that supported the proposal agreed the need for this vital activity to be undertaken centrally (6); it was essential for safety; that KCC was able to secure lower rates (4); it ensures consistency across the county; compliance and risk are managed effectively; and they had confidence that this is being

carried out to the satisfaction of the duty holder. They commented that schools (generally primary schools) do not have the expertise to assess what a quality survey looks like (2) or the staff to undertake the work, and recognised that a level of KCC monitoring would still be required.

- 3.9 Not directly related to the proposal, some commented that fees added to all bills by Skanska can be extortionate; quotes obtained via Skanska are not competitive (4); had little faith in them as the maintenance arm for KCC schools; that Skanska profit from arranging remedial works; and that their contractors were often unfamiliar with school setups resulting in more time trying to solve the issue (compared to going directly to schools' own suppliers).
- 3.10 A small number of Voluntary Aided and Foundation schools raised inconsistency in whether they or KCC undertook surveys and resultant works, and/or the role of the Diocese. Similarly, a small number of respondents commented they did not have need for a particular survey, thus they would not want to pay for it. A PFI school (private finance initiative) explained these services were not relevant to them while the PFI contract existed.
- 3.11 A detailed summary of comments received by proposal and by school type, is attached as Appendix B.

#### Health and Safety advice and training

- 3.12 KCC's Health and Safety Team provide a range of support to maintained schools:
- Competent health and safety advisers.
  - Duty advice line.
  - Provision of standards, guidance, and templates.
  - Regular guidance and news articles.
  - Access to an on-line accident, incident, and near miss reporting form.
  - Follow up support for serious concerns, trends in accident, incident and near miss reporting to reduce risk of reoccurrence (e.g. training, risk assessment).
  - Advice on Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
  - Audits informed by data and trend analysis to improve control measures and communications, guidance, and training.
  - Access to e-learning courses, such as asbestos management, control of substances hazardous to health (COSHH), fire safety, legionella and water hygiene, and manual handling.
- 3.13 All employers have a duty to comply with the legal requirements outlined in the Health and Safety at Work Act 1974 and associated legislation and must so far as is reasonably practicable, ensure the health, safety and welfare of employees and others who have access to their work environment or may be affected by their work activities. The legal accountability for the health and safety of employees and others cannot be delegated and remains the responsibility of the employer.



- 3.14 In the education space this is not straightforward. Governing bodies of maintained schools are either the legal employer (foundation and voluntary aided schools) or act as the first employer through education legislation (community and voluntary controlled schools). However, in respect of staff in community and voluntary, KCC remains the legal employer, and thus liable in the event of any breach of health and safety duties in these schools. Education funding regulations<sup>2</sup> and associated guidance<sup>3</sup> require local authorities to fund all maintained schools equally. This means, for example, that the Council cannot charge maintained schools where the governing body is the employer for health and safety advice, while providing it free to those maintained schools where KCC is the employer.
- 3.15 For the reasons above the proposal for 2026-27 is that maintained schools and PRU budgets fund the costs of the Council's health and safety team to provide the support set out above. It is also proposed that a "rolling two year" agreement process be adopted, such described in the statutory compliance section above.
- 3.16 55% of respondents disagreed or strongly disagreed with the proposal to top-slice funding to cover the costs of providing health and safety advice and training. 38% agreed or strongly agreed with the proposal. 7% neither agreed nor disagreed. The detailed breakdown by sector is as at Table 2 below:

Table 2: To what extent do you agree or disagree with the proposal to top-slice school budgets to fund Health and Safety advice and training?

	Primary		Secondary		Special		PRU	
	Number	%	Number	%	Number	%	Number	%
Strongly agree	5	10%	2	15%	2	22%	0	0%
Tend to agree	15	31%	1	8%	1	11%	1	100%
Neither agree/disagree	4	8%	1	8%	0	0%	0	0%
Tend to disagree	3	6%	1	8%	3	33%	0	0%
Strongly disagree	21	44%	8	62%	3	33%	0	0%
Not sure/blank	0	0%	0	0%	0	0%	0	0%
Total	48	100%	13	100%	9	100%	1	100%

- 3.17 Half the responding primary schools disagreed/strongly disagreed with the proposal. Similarly to the previous proposal, the main reasons for this were: Budgets are tight (8); sustainability of schools (2); these services should be provided by KCC (4); need the money to support children (4); KCC using schools to balance its budget; adds no value to children. A minority of comments related to VFM, quality of support, and schools' ability to source support themselves.

<sup>2</sup> [The School and Early Years Finance \(England\) Regulations 2025](#)

<sup>3</sup> [Schools operational guide: 2024 to 2025 - GOV.UK](#)

- 3.18 Those supportive recognised the importance of compliance in this area (3), that they remain with KCC to ensure adherence to correct procedures (2) and that issues are reported to KCC. They commented it is well run by KCC with Health and Safety experts, and VFM. Concerns were raised that issues will occur if not overseen by LA, and the point was made that they would rather pay KCC than an outside company, schools could not afford to employ experts.
- 3.19 70% of secondary schools were opposed to the proposal. Budget pressures and the belief KCC should provide the service were minority comments. Comments that secondary schools could arrange their own training and support, or had skills in-house were more frequent. Some Foundation schools questioned whether they needed to send KCC information, or explained that they had been told by KCC that it could not support them.
- 3.20 66% of special school respondents were not in support. Most referenced they could secure training from existing purchased systems, such as the National College, and therefore suggested a traded model by KCC. Confusion regarding Foundation schools was also highlighted.
- 3.21 The single response from a PRU supported the proposal, recognising its VFM.
- 3.22 In response to comments received regarding support for maintained schools where the governing body is the employer (Aided and Foundation schools), the Service has confirmed this is provided but is different or tailor as necessary to reflect their different legal status.

#### Employment tribunal awards and legal costs

- 3.23 Regulations<sup>4</sup> set out that in respect of applications to Employment Tribunals by maintained school staff, such applications must be made against the governing body, but any decision, declaration, order, recommendation or award made in the course of such proceedings (except in so far as it requires reinstatement or re-engagement) has effect as if made against the authority. This means the costs of any awards have to be met by the authority. DfE guidance on school financing enables LAs to restrict this to circumstances where governing body has acted in accordance with LA's agreement and/or advice<sup>5</sup>. This guidance is reflected in the Council's Scheme for Financing Maintained Schools<sup>6</sup> which sets out the circumstances in which a charge may be made to an individual school's budget share - "6.2.3 Awards by courts and employment tribunals against the LA, or out of court settlements, arising from action or inaction by the governing body contrary to the LA's agreement and/or advice." Collectively, this means that ordinarily, if a school has followed the Council's (or their commissioned Human Resources (HR) provider's) advice, the Council meets the costs of employment tribunal awards or settlement agreements agreed via ACAS early conciliation processes.
- 3.24 The costs of school-based employment tribunal awards which the Council has to fund are small, averaging c£50,000 per annum. In part this is because both

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<sup>4</sup> [The Education \(Modification of Enactments Relating to Employment\) \(England\) Order 2003](#)

<sup>5</sup> [Schemes for financing local authority maintained schools 2025 to 2026 - GOV.UK](#)

<sup>6</sup> [Financial Scheme for Schools](#)

the Council's school insurance scheme (Safe Hands) and the DfE's (RPA) provide schools with legal costs cover.

- 3.25 The school funding regulations<sup>7</sup> allow for the Council to secure from the schools' budgets (top-slice) its expenditure in relation to its functions regarding the appointment and dismissal of employees in maintained schools. The costs of this annually in respect of employment tribunals is c£69k – comprising c£50,000 in awards and £18,800 legal costs (based on the last three-year average).
- 3.26 The proposal is for the Council to top-slice maintained schools' budgets to provide a funding pot from which to meet these costs in the future. This proposal is subject also to a suggested 2-year rolling agreement.
- 3.27 49% disagreed or strongly disagreed with the proposal to top-slice the funding to meet the Council's costs related to school base employment tribunals. 35% agreed or strongly agreed with it. 15% were undecided or neither agreed nor disagreed. The detailed breakdown by sector is as Table 3 below:

Table 3: To what extent do you agree or disagree with the proposal to top-slice school budgets to fund Employment Tribunal Awards?

	Primary		Secondary		Special		PRU	
	Number	%	Number	%	Number	%	Number	%
Strongly agree	4	8%	3	23%	4	44%	0	0%
Tend to agree	13	27%	1	8%	0	0%	0	0%
Neither agree/disagree	6	13%	2	15%	1	11%	1	100%
Tend to disagree	4	8%	1	8%	0	0%	0	0%
Strongly disagree	20	42%	6	46%	4	44%	0	0%
Not sure/blank	1	2%	0	0%	0	0%	0	0%
Total	48	100%	13	100%	9	100%	1	100%

- 3.28 It is clear from the written responses that there was a degree of misunderstanding about the proposal. Some suggest respondents believed the proposal was to provide support to defend employment tribunals, which is not the case. Others have suggested this be a buy in service.
- 3.29 This cannot be a buy in service, as the Court awards are against the authority<sup>8</sup>. Whilst our finance scheme already makes clear that a school's budget would be charged these costs if it has failed to follow HR advice, it would not be lawful to have a blanket policy that charged any award to the individual school's budget, for example, in a situation where the school had not bought in to a KCC traded offer.

<sup>7</sup> [The School and Early Years Finance \(England\) Regulations 2025](#)

<sup>8</sup> [The Education \(Modification of Enactments Relating to Employment\) \(England\) Order 2003](#)

- 3.30 Responses that schools have insurance, so KCC should do the same may have arisen because the consultation document was insufficiently clear that insurance schemes will only meet award costs in certain circumstances. In general organisations cannot insure against liabilities arising from contractual obligations, such as a Court awarding pay in lieu of notice, or their acts of discrimination.
- 3.31 Responses that the proposal is misaligned with the principles of accountability and other schools should not be paying for the mismanagement of others miss the point that the existing policy makes provision for an individual school's budget to be charged if they have not followed advice.
- 3.32 Responses not in support reference the pressure on school budgets, and the related issues similarly to the previous proposals. Those in support recognise the costs of employment tribunal awards can be significant and current arrangements provide protection to schools' budgets, thus the top-slice proposed is VFM.

#### Staff Care (occupational health advice)

- 3.33 The Council currently commissions HR Connect (Staff Care Services) to provide a full suite of fully compliant occupational health (OH) services to maintained schools. This includes:
- Management referrals to an OH Advisor or OH Physician and the provision of a report containing advice, guidance, and reasonable adjustments.
  - Pre-placement questionnaire health screening.
  - Ill Health Retirement (IHR) case file collation and Independent Registered Medical Practitioner (IRMP) case file opinion.
  - Health surveillance and other associated services including:
    - Flu vaccinations
    - Hepatitis B vaccinations
    - Health surveillance/screening activities e.g. lung function, audiometry, HAVS, driver-medicals, eyesight, dermatology.
- 3.34 Schools refer individual employees to the service as and when required by their absence management policy. The governing bodies of all maintained schools have delegated revenue budgets. The costs of occupational health advice are clearly a revenue matter which schools should be meeting. OH advice services are freely available in the market. Schools should be free to commission this support from their preferred provider, something many are already doing. There is no legal requirement for KCC to provide or fund OH support to maintained schools and PRUs. For these reasons, the proposal is that the Council cease funding this support in 2026-27.
- 3.35 48% of respondents favoured the option that schools buy in occupational health advice and support when they require this. 41% did not agree with the proposal. The detailed breakdown by sector is as Table 4 below:

<p>Table 4: To what extent do you agree or disagree with the proposal for schools to commission their own Occupational Health advice?</p>
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	Primary		Secondary		Special		PRU	
	Number	%	Number	%	Number	%	Number	%
Strongly agree	6	13%	5	38%	2	22%	0	0%
Tend to agree	15	31%	4	31%	2	22%	0	0%
Neither agree/disagree	4	8%	1	8%	3	33%	0	0%
Tend to disagree	8	17%	1	8%	1	11%	1	100%
Strongly disagree	15	31%	2	15%	1	11%	0	0%
Not sure/blank	0	0%	0	0%	0	0%	0	0%
Total	48	100%	13	100%	9	100%	1	100%

3.36 More primary school responses opposed the proposal than supported it. Fewer comments were received than for the first proposal, but the reasons for disagreeing remain consistent, principally focused on budget pressures, the impact on education delivery, and staff wellbeing. Those agreeing with the proposal felt schools should choose their OH providers, were already making other arrangements, or expressed a level of dissatisfaction with the current service. It was suggested KCC could offer this as a buy-in service to continue to secure better VFM.

3.37 70% of secondary schools supported the proposal, citing choice, quality control, and buying when required as the principal reasons for doing so. Those opposed felt it could be an offer schools could opt out of, or felt constantly outsourcing would be an issue.

3.38 44% of special schools agreed or strongly agreed with 33% neither agreeing nor disagreeing. Choice and VFM were reasons for supporting.

3.39 The PRU responded disagreed, recognising the value in having a one-stop shop HR provider and the cost efficiencies of bulk purchasing.

#### Administration of teachers' pensions

3.40 Under the regulations of the Teachers' Pension scheme, LAs are responsible for the provision of data and contributions to the Teachers' Pensions Scheme, and for ensuring compliance with the Disclosure and Auto Enrolment Regulations. The LA retains these responsibilities even where a maintained school chooses to use a payroll provider other than the LA. This is not something that can be delegated to schools and thus not a service schools can buy from the market. It is an area where the finance regulations enable the Council to top-slice maintained school budgets, recognising that the Education Services Grant has ended, and the Council must provide this service.

3.41 The proposal is to top-slice maintained school budgets to cover the costs of the Council providing this service to them. The cost is £132k pa, including the fee for our external auditors to provide the required audit certificate. This proposal is subject also to a suggested 2-year rolling agreement.

3.42 The detailed breakdown of responses by sector is as at Table 5 below. This shows 44% of primary respondents agreed or strongly agreed with the proposal to top-slice funding, compared with 42% who disagreed/strongly disagreed. In the secondary sector 39% agreed, while 61% disagreed/strongly disagreed. 55% of the special school respondents agreed/strongly agreed compared to 44% disagreed/strongly disagreed. The PRU respondent neither agreed nor disagreed.

Table 5: To what extent do you agree or disagree with the proposal to top-slice school budgets to fund the cost of administering the teacher pensions arrangements of maintained school staff?

	Primary		Secondary		Special		PRU	
	Number	%	Number	%	Number	%	Number	%
Strongly agree	11	23%	4	31%	4	44%	0	0%
Tend to agree	10	21%	1	8%	1	11%	0	0%
Neither agree/disagree	5	10%	0	0%	0	0%	1	100%
Tend to disagree	1	2%	2	15%	2	22%	0	0%
Strongly disagree	19	40%	6	46%	2	22%	0	0%
Not sure/blank	2	4%	0	0%	0	0%	0	0%
Total	48	100%	13	100%	9	100%	1	100%

3.43 In general responses from those that agreed/strongly agreed indicate they believe this is the best way of dealing with this; important that teachers pensions are maintained appropriately (3); this service is administered well; reasonable VFM (3); would be more costly to deal with differently; too burdensome for schools to administer pensions (3), and do not have the expertise to organise in house (2).

3.44 Those disagreeing referenced budget stress (7); will disadvantage children (3); this should be funded from the pensions; KCC should provide (3); is a KCC statutory duty (2); this shouldn't be a school cost; should come from central government funding; schools do not have the financial resources to top up KCC's budget (2); no control over quality.

#### Rolling two-year top-slicing

3.45 Where proposals above related to top-slicing maintained school budgets, respondents were asked to what extent they supported top-slicing operating on a two-year rolling basis, as described in 3.5 above. On reflection this was the wrong question to ask. The correct question would have been, "if top-slicing is agreed for any particular proposal, to what extent do you support the intention that this operate on a rolling two-year basis to give both KCC and schools time to plan for any future change?".

3.46 The responses received generally aligned to the respondents' answers to the related question on the extent to which they agreed with the particular proposal to top-slice, rather than giving a separate view on the benefits of a two-year decision-making period.

3.47 On average, across the four questions involving top-slicing, 52% disagreed or strongly disagreed with the four proposals to top-slice. In comparison, 40% disagreed or strongly disagreed with a two-year top-slice process. More respondents neither agreed nor disagreed with the two-year decision proposal (19%) compared with 8% neither agreeing nor disagreeing with the actual top-slice proposal. This indicates that where respondents were able to disassociate whether or not they supported top-slicing from whether a two-year decision was preferable to an annual decision, there was generally more support.

#### Alternative suggestions and comments

3.48 Respondents were invited to suggest alternatives and make comments. There were few specific alternatives proposals, most comments were more general. A summary of points not included analysis above is:

- For unpredictable costs like Employment Tribunal Awards, create a central contingency fund or pooled insurance-style scheme, with schools contributing a small, capped annual premium rather than open-ended top-slicing.
- Prefer a three-year arrangement to tie in with budget setting.
- If top-slicing is unavoidable, it requires clear SLAs that define: what services are provided, how performance is measured, and how schools can give feedback.
- Services should be offered on an opt-in basis, with tiered pricing according to school size, risk, or usage (3).
- Can fire risk assessments be included in the statutory compliance support from KCC?
- Schools to group together to commission tree surveys in their schools. KCC provide a list of safe / approved companies to use.
- Increase transparency regarding the actual costs and benefits of central services.
- KCC needs to ensure regular monitoring of its large contracts to ensure good service and value.
- There is money to be saved elsewhere in KCC property maintenance.
- KCC funding is tight because of poor past strategic decisions.
- Revisit SEN funding decisions.

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

- 4.1 The review considered a wider range of services to schools. These were narrowed down to the four areas set for change in 2025-26 and five areas of change for 2026-27. Consideration was given to ceasing, reducing, continuing, or changing the services delivered.
- 4.2 Of the proposals above, four relate to statutory duties of the Council and cannot be ceased. Change, in respect of how these are funded were the preferred options. In respect of the fifth area, occupational health advice, the proposal is for the Council to cease funding this.

- 4.3 The principal risk to the Council is that the Schools Funding Forum do not support the proposals. While the Council can refer the matter to the Secretary of State for a decision, the delay could mean the proposals cannot be implemented in 2026-27. In the short term the savings associated with the proposals would need to be identified from other service areas. If not supported by the Secretary of State, alternative proposals would need to be developed for the medium term. This is likely to necessitate reductions in the level of service provided, possibly to statutory minimums. Details of what statutory minimum might look like are set out in the consultation document at Appendix A.

## 5. Financial Implications

- 5.1 Guidance on top-slicing maintained schools budgets sets out that a LA should set a single rate per 5 to 16-year-old pupil for all mainstream maintained schools, both primary and secondary. An LA can choose to establish differential rates for special schools and PRUs if the cost of fulfilling the duty is substantially different for these schools. The rate will be expressed per place rather than per pupil for special schools and PRUs.

- 5.2 The financial impact on maintained schools and the Council are summarised in the Table 6:

Table 6: Draft proposed top-slicing and buy-back rates based on 2024-25 costs. These costs are subject to annual inflation, cost of services and number of pupils.

<b>Top-slicing/buyback rates (£ per pupil) of existing</b>	<b>Primary (62,699 pupils)</b>	<b>Secondary (15,384 pupils)</b>	<b>Special &amp; PRU (5,437 &amp; 354 pupils)</b>	<b>Total pot</b>
Statutory compliance (including tree surveys)	£22.61	£22.61	£22.61	£1,896,128
Health and Safety advice, training, and compliance	£1.81	£1.81	£1.81	£152,075
Employment tribunal awards and associated legal costs	£0.82	£0.82	£0.82	£68,800
Administration of teacher pensions	£1.57	£1.57	£1.57	£132,000
<b>Total</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£2,249,003</b>

- 5.3 Additionally, ceasing funding occupational health advice to schools would save the Council £344,800, with this cost being met by schools in the future.
- 5.4 These savings to the Council form part of the Medium Term Financial Plan (MTFP) as set to the Council in February 2025. The “Review of Services to Schools” sets out the intention of a phased programme of delivery starting in 2025 and continuing in line with the proposals set out in this paper in 2026-27. In the event these are not secured, alternatives would need to be found.



- 5.5 The proposed top-slice rates are an estimate. Final rates are subject to both the number of pupils (supported by maintained primary & secondary schools) and the estimated cost of delivery. Schools Funding Forum agreement is required to action this decision. If the Schools Funding Forum disagrees with the Council's recommendations, the Council has an option to pursue determination by the Secretary of State for Education, which may still deliver the estimated level of savings set out in the table above. However, if this is not agreed, an appraisal will need to be made as to the likely financial benefit of moving to a statutory minimum offer, including schools commissioning their own services, with the local authority providing a monitoring role. Under these circumstances the level of savings will be lower, as it is expected the authority will have to put in place enhanced monitoring offer, to compensate for the variability in school approaches. It is also likely to result in reduced Value for Money across both the LA and schools, as whilst some schools may be able to secure cheaper services, others will not. It is also unlikely the changes in offer could be secured by April 2026 therefore, delaying any reduced savings to September 2026 (at the earliest).
- 5.6 Consultation results clearly identify the impact on the school budget, as a barrier to progressing with these proposals. Maintained Schools form part of the overall KCC accounts and where a school enters into deficit they are expected to put in place plans to return to a surplus position within a maximum of three years. The risk to KCC is if a school is forced to academise whilst in deficit, the Council will be expected to fund any residual deficit at the time of academisation. Therefore, it is in the Council's interest to ensure all maintained schools remain financially sustainable.
- 5.7 Schools will be expected to fund additional costs outlined in this proposal either through use of increases in the school budgets for 2026-27 or through efficiencies/changes in spending plans. Funding towards these costs was put into the overall school budget back in 2017-18, as part of the ending of the Education Schools Grant, and so schools will have inevitably prioritised this funding on other spending areas. Therefore, there is no specific funding available to help schools to fund these extra costs apart from general increase in the schools' budgets announced by the DfE. The DfE have delayed the announcement for school funding for 2026-27 until the autumn.
- 5.8 The budget for individual schools will vary depending on the characteristics of the children the school support. Using the 2025-26 budget as an estimate, the additional costs outlined in this proposal equate to 0.6% of the schools budget for primary schools (£7,700 per average maintained primary school of 250 pupils), 0.4% for secondary schools (£27,700 per average maintained secondary of 890 pupils), 0.14% special school (£8,000 per average special school) and 0.16% for a PRU (£2,000 per average PRU). In recent years, schools' budgets have only been increased to contribute towards basic inflation only. Therefore, these proposals are likely to result in schools having to make additional efficiencies to an equivalent value.

## **6. Legal implications**

- 6.1 In addition to references made to related legal provisions contained within the body of the report, to note is the published statutory Guidance, made pursuant to s. 48(4) and para. 2A (2) of Schedule 14 to the School Standards and Framework Act 1998. Local Authorities are required to publish schemes for financing schools, Regard has been given to work with legal officers throughout the process, to ensure Council's statutory duties would continue to be discharged under the proposals and that the funding changes would meet the requirements of the school funding regulations. Full details of relevant legislation, statutory guidance and funding regulations are contained in the consultation document reproduced within the background documents to this report [paragraph 12].

## **7. Equalities implications**

- 7.1 An Equality Impact Assessment (EqIA) has been completed and was subject to consultation alongside the proposals. The assessment did not identify any equalities implications of the proposals. The proposals themselves relate to services provided to school leaders and staff. Any equalities impacts are likely to arise as a consequence of the decisions made by individual maintained schools in response to the changing financial situations they face as a result of the proposals.
- 7.2 Four comments regarding equalities were received, albeit one simply restated the financial situation of schools and a second commented on changes to high needs funding. One made points that the proposals would impact SEND pupils, small schools serving pupils from disadvantaged backgrounds, staff with health conditions and disabilities, female staff, and those from minority communities, increase education gaps, and create inequality in access to services. The other made the point that the level of needs in terms of contract management and HR related matters differs between mainstream and special schools.
- 7.3 The points raised have been considered. It is inevitable that if the cost of providing these services moves from KCC to maintained schools, there will be an impact on these schools' budgets. The subsequent spending decisions of school leaders and governors may have equalities impacts. This is different to whether the proposals themselves have equalities impacts. It is important to remember that KCC is currently subsidising maintained schools via council tax, and these schools educate one-third of children in Kent. The Council is not providing this subsidy to academies, which are educating two-thirds of Kent's children.

## **8. Data Protection Implications**

- 8.1 The proposals do not have data protection implications.

## **9. Other corporate implications**

- 9.1 The final decision may have implications for Skanska, Kent Landscape Services and HR Connect as it directly affects their delivery models. It also impacts teams in Infrastructure who manage the Skanska and Landscape Services contracts and the Health and Safety Team. In the event the Council ceases funding occupational health advice these costs will be removed from service

level agreement and HR Connect will need to secure that funding from direct commissions from schools.

- 9.2 It also has implications for Corporate Finance through Schools Budget Team which will manage the process of top-slicing funding and accounting to schools on how this has been spent.

## **10. Governance**

- 10.1 The Corporate Director Children, Young People and Education will be delegated authority in line with the final decision. In turn the Director of Education and SEN will be delegated authority to implement the decision, in line with existing schemes of delegation.
- 10.2 In the event the Schools funding Forum do not agree the proposals relating to top-slicing school and PRU budgets, the Corporate Director, in consultation with the Cabinet Member for Education and Skills will be able to make alternative arrangements which give effect to the decision of the Council, that the funding to secure the services in question in future comes from maintained schools' and PRUs' delegated budgets and not the Council's General Fund. This maybe, for example, through seeking the determination of the Secretary of State for Education, or revised delivery proposals.
- 10.3 In the event that any proposal is revised, the Corporate Director will determine with the Schools Funding Forum whether further consultation with all or some schools and PRUs is required before a final decision is made. Any revised proposal involving top-slicing of maintained schools delegated budgets will need the agreement of the Schools Funding Forum, or determination by the Secretary of State to be implemented.
- 10.4 The Corporate Director and Cabinet Member will consult the relevant Corporate Management Team members and relevant Portfolio Cabinet Members prior to agreeing any revised proposals.
- 10.5 The risks associated with alternative delivery models, such as schools directly procuring statutory compliance tests and surveys are set out in the consultation document at Appendix A. Similarly, the need to put in place suitable monitoring and quality assurance processes has been set out in the consultation document.
- 10.6 In the event that any proposal is referred to the Secretary of State for Education to determine, she can either approve or reject the Council's proposal, or request further consultation or evidence before making a ruling. Should the Secretary of State reject any individual proposal the Council will not be able to implement its decision in respect of that particular proposal.

## **11. Conclusions and comments**

- 11.1 71 consultation responses from 61 schools out of 289 schools and PRUs that could have responded is disappointing but is more than double the responses received during Phase 1 consultation.

- 11.2 The responses as to why respondents disagreed or strongly disagreed with individual proposals consistently indicate two opposing positions – do not top-slice because schools should buy what they need, rather than have a service imposed upon them that some view as poor value and/or quality, verses, schools cannot afford this top-slicing and the Council should continue to provide these services.
- 11.3 These two positions do not sit comfortably together. Respondents have indicated many schools do not have the budget, skills, or staff to self-manage these critical areas of service, particularly in the primary sector. The secondary sector is undoubtedly better placed to take on the responsibilities. Suggestions there should be opt-in systems do not sufficiently consider that this results in a twin system for the Council – providing for some, monitoring of others. This increases, rather than decreases costs.
- 11.4 Ultimately, the conundrum is how the council supports those schools that do not have the capacity to take on the responsibilities associated with statutory compliance, and health and safety, while enabling those that do to be free to choose who provides the services for them, and at the same time ensuring KCC's statutory duties are met, within the context of financial regulations that apply to schools. This includes balancing the risks held by the Council as a maintaining authority and the responsibilities it has as an employer of staff in some schools (for example ensuring their workplaces are safe, compliant environments). These accountabilities remain in relation to these services (including statutory compliance, health and safety) regardless of how these services are delivered.
- 11.5 Some responses to the statutory compliance question refer to KCC's duties as "landlord". The DfE model Scheme for Financing Schools makes it clear that "Local authorities should delegate funding for repairs and maintenance to schools; only capital expenditure is to be retained by authorities". Therefore, there is no intention that the Council should fund all school building costs particularly where they are defined as revenue, as are the infrastructure costs in this report.
- 11.6 Similarly, some respondents suggested the Council should provider health and safety advice for free as it is the employer. This is only true for staff in Community and Voluntary Controlled schools, not all maintained schools.
- 11.7 Both these points highlight the complexity of the relationship between the Council and its maintained schools, something simplified by the funding regulations which requires the Council to fund them all equally. However, it further illustrates why it is important to ensure the Council is equitable in how it uses council tax money in the education sector. In respect of the services in this paper, council tax money is only being used to support education support that affects one-third of Kent's school children.
- 11.8 Whilst it is accepted school budgets are under pressure, the fact remains the funding for these costs has transfer to them and the Council is no longer in a position to provide additional funding to maintained schools beyond the national funding formula.

11.9 In light of the responses received, it is recommended that maintained schools and PRU budgets are top-sliced as set out in Table 7, and that the Council ceases funding occupational health advice for maintained schools and PRUs.

Table 7: Draft proposed top-slicing and buy-back rates based on 2024-25 costs. These costs are subject to annual inflation, cost of services and number of pupils being supported.

Top-slicing/buyback rates (£ per pupil) of existing	Primary (62,699 pupils)	Secondary (15,384 pupils)	Special & PRU (5,437 & 354 pupils)	Total pot
Statutory compliance (including tree surveys)	£22.61	£22.61	£22.61	£1,896,128
Health and Safety advice, training, and compliance	£1.81	£1.81	£1.81	£152,075
Employment tribunal awards and associated legal costs	£0.82	£0.82	£0.82	£68,800
Administration of teacher pensions	£1.57	£1.57	£1.57	£132,000
<b>Total</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£2,249,003</b>

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### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Education and Skills on the proposed decision as set out in the PROD.

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## 12. Background Documents

- [Decision - 24/00099 - Funding of Services to Schools](#)
- [The Education \(Modification of Enactments Relating to Employment\) \(England\) Order 2003](#)
- [Schemes for financing local authority maintained schools 2025 to 2026 - GOV.UK](#)
- [The School and Early Years Finance \(England\) Regulations 2025](#)
- [Schools operational guide: 2024 to 2025 - GOV.UK](#)
- [Financial Scheme for Schools](#)

## 13. Appendices

*Appendix A - Funding Services to Schools Consultation Document 2026-27*

**14. Contact details**

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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Beverly Fordham, Cabinet Member for Education and Skills

### DECISION NUMBER:

25/00071

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

### Key decision: YES

*The decision will:*

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

### Subject Matter / Title of Decision – Funding of Services to Schools – 2026-27

### Proposed decision:

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

- (a) Approve a policy change to the funding arrangements for the following services, that from 1 April 2026 these shall be provided from the maintained schools' budgets in line with the funding all schools receive under the National Funding Formula, as is currently the case for Academies, and that the Council shall cease to provide additional funding for these:*
  - Statutory compliance testing and surveys, including tree surveys;*
  - Health and Safety advice and training;*
  - Employment tribunal awards and associated legal costs;*
  - Staff care (occupational health advice); and*
  - Administration of teachers' pensions.*
- (b) Delegate authority to the Corporate Director for Children, Young People and Education, in consultation with the Cabinet Member for Education and Skills, to (1) take the relevant actions to progress the decision, including as necessary seeking the agreement of the Schools Funding Forum to top-slicing or alternative or revised proposals as required, and (2) in the event it may become necessary, to then take all necessary steps to seek formal determination by the Secretary of State.*
- (c) Delegate authority to the Corporate Director for Children, Young People and Education to take all relevant actions including but not limited to entering into relevant contracts or other legal agreements as required, to implement the changes required to give effect to this decision, including implementation of the proposal where it is approved by the Secretary of State provided that such determination aligns with the intended outcome of the decision.*

## Reason(s) for decision:

### 1. Changes to national funding regime

- 1.1 The national funding arrangements for schools and local authorities (LAs) has been shifting over the years as the Department for Education (DfE) seeks to move schools and academies to a consistent funding arrangement.
- 1.2 With the introduction of the School Funding Reforms in 2013-14 LAs were directed to delegate a number of former centrally retained Dedicated Schools Grant (DSG) budgets to schools for the first time. At the time, a total of £8.7m of DSG funding was delegated to schools from 1 April 2013 and at the same time, local Schools Funding Forums were given the powers to de-delegate funding. This is where some of this funding is returned to the LA for certain categories of spend where better efficiency could be achieved through central delivery by the LA.
- 1.3 The Education Services Grant (ESG) allocated to LAs by the Government for the provision of statutory services in relation to schools was withdrawn in 2016/17. The DfE introduced a provision within the School Funding Regulations for LAs to agree a contribution from LA maintained schools budget shares towards the cost of statutory services (top-slice). This principle reflects the charge that most Multi Academy Trusts (MATs) place on their schools for central services.
- 1.4 With the introduction of the National Funding Formula and the withdrawal of DfE funding to LAs to support schools, we have seen funding shifting from LAs to schools to pay for services. It is acknowledged that cost pressures and inflation will have reduced the purchasing power of these allocations for schools. However, the Council has been slow in transferring the costs of services from itself to schools in line with DfE changes described above, instead continuing to fund many school services from the Council's General Fund. Accordingly, it was important the Council reviewed whether it had kept up with funding changes and was not now inadvertently advantaging maintained schools over academies. In the County, c50% of schools are academies, educating c66% of Kent's children.
- 1.5 Following the review, a decision was made in January 2025 regarding some services as a Phase One ([Decision - 24/00099 - Funding of Services to Schools](#)). This proposed decision relates to a second set of services, as a Phase Two.

### 2. Consultation

- 2.1 Maintained schools and Pupil Referral Units (PRUs) were consulted on five areas of service, with proposals to change how these are funded from 1 April 2026. These were:
- Statutory compliance testing and surveys, including tree surveys;
  - Health and Safety advice and training;
  - Employment tribunal awards and associated legal costs;
  - Staff care (occupational health advice); and
  - Administration of teachers' pensions.
- 2.2 With the exception of occupational health advice, the proposals were to top-slice funding from maintained school and PRU budgets to fund the existing support provided to them in each of these areas by the Council. The proposal for occupational health was for schools to buy any support they may need from the market. Where top-slicing was proposed, it was suggested a two-year rolling agreement be made to provide certainty to both schools and the Council.



- 2.3 There were 589 visits to the consultation page, with 71 responses (from 61 schools) were received. This represents 21% of the eligible maintained schools and PRUs that might have responded. Whilst double the response rate to Phase One, it remains disappointing and continues to make drawing firm conclusions challenging. The simple conclusion might continue to be the 79% that have not responded were sufficiently comfortable with the proposals, responding was not a priority.
- 2.4 The consultation responses indicated:
- the majority (59%) did not support the proposal to top-slice schools' budgets to fund statutory compliance testing and surveys (38% supported the proposal);
  - 55% disagreed/strongly disagreed with the proposal to top-slice schools' budgets to fund health and safety advice and training (38% supported the proposal);
  - 49% disagreed or strongly disagreed with the proposal to top-slice funding to create a contingency fund to meet the council's costs related to school-based employment tribunal awards and associated legal costs (35% supported the proposal);
  - more respondents (48%) agreed/strongly agreed with the proposal that schools' buy in occupational health advice and support when they require this, than disagreed/strongly disagreed (41%); and
  - similar numbers of respondents agreed (44%) as disagreed (42%) with the proposal to top-slice schools' budgets to meet the Council's costs of administering teacher pensions on schools' behalf.
- 2.5 The responses as to why respondents disagreed or strongly disagreed with individual proposals were consistent for each proposal, with themes that can be drawn from these. These were budget pressures on schools make the proposals unaffordable, that there will be consequences for the quality of provision in schools and the sustainability of some; that top-slicing was not the right proposal, schools should buy the support they need from the market; and a combination of these two.
3. Proposed Recommendation to the Schools Funding Forum
- 3.1 The funding regulations require proposals for top-slicing of maintained schools' budgets to be supported by the relevant representatives of the Schools Funding Forum (i.e. the primary maintained schools' representatives on the matters affecting this sector). Accordingly, the Council's decision will be presented as a recommendation to the Schools Funding Forum. The Forum will be consulted in November 2025 once the Council's decision has been made.
- 3.2 In light of the responses received, the changed national financial arrangements for funding schools, and the general principles of equity, I propose that the cost of providing the following services falls to maintained schools' and PRUs' delegated budgets from 1 April 2026:
- Statutory compliance testing and surveys, including tree surveys;
  - Health and Safety advice and training;
  - Employment tribunal awards and associated legal costs;
  - Staff care (occupational health advice); and
  - Administration of teachers' pensions.
- 3.3 The financial implications of this decision for maintained schools and PRUs would be a cessation of £344,800 of Council funded occupational health support, and (subject to final costs and pupil numbers) potential top-slicing costs of:

<b>Top-slicing/buyback rates (£ per pupil) of existing</b>	<b>Primary (62,699 pupils)</b>	<b>Secondary (15,384 pupils)</b>	<b>Special &amp; PRU (5,437 &amp; 354 pupils)</b>	<b>Total pot</b>
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Administration of teacher pensions	£1.57	£1.57	£1.57	£132,000
<b>Total</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£2,249,003</b>

3.4 In reaching this decision I have considered the Decision Maker's Report and associated documents including but not limited to, the full consultation outcome report, equalities, data protection, legal and financial implications.

#### **Cabinet Committee recommendations and other consultation:**

#### **Any alternatives considered and rejected:**

The review considered a wider range of services to schools. These were narrowed down to the four areas set out above for change in 2025-26 and five areas in 2026-27. Consideration was given to ceasing, reducing, continuing, or changing the services delivered. Of the proposals above, four relate to statutory duties of the Council and cannot be ceased. Change, in respect of how these are funded were the preferred options. The consultation also explains for each proposal what Council's options are if these are not supported.

In the event that the Schools Funding Forum do not support the proposals the Council can refer the matter to the Secretary of State for a decision. In the short term the savings identified by the proposals would need to be identified from other service areas. If not supported by the Secretary of State, alternative proposals would need to be developed for the medium term. This is likely to necessitate a reduction in the level of service provided, possibly to statutory minimums.

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

.....  
signed

.....  
date

# **Change proposals related to local authority funded services to maintained schools and pupil referral units.**

## **A. Context and background**

In September 2024, the Council consulted maintained schools on proposals to change the way some services (school improvement and intervention, headteacher recruitment support, moderation of end of key stage assessments and redundancy) were funded. The consultation flagged to schools and PRUs (Pupil Referral Units) that the Council would come forward with further proposals relating to the 2026-27 financial year. This consultation sets out those proposals for your consideration.

The national funding arrangements for schools and LAs has been shifting over the years as the Department for Education (DfE) seeks to move schools and academies to a consistent funding arrangement, based on the National Funding Formula. Kent County Council (the Council) has long argued there should be parity of funding between maintained schools and academies, and between Kent schools and those in other parts of England.

With the introduction of the School Funding Reforms in 2013-14, local authorities (LAs) were directed to delegate a number of former centrally retained Dedicated Schools Grant (DSG) budgets to schools for the first time. At the time, a total of £8.7m of DSG funding was delegated to schools from 1 April 2013 and at the same time, local Schools Funding Forums were given the powers to de-delegate funding. This is where some of this funding is returned to the LA for certain categories of spend where better efficiency could be achieved through central delivery by the LA.

The Education Services Grant (ESG) allocated to LAs by the Government for the provision of statutory services in relation to schools was withdrawn in 2016-17. The DfE introduced a provision within the School Funding Regulations for LAs to agree a contribution from LA maintained schools' budget shares towards the cost of statutory services. This principle reflects the charge that most Multi Academy Trusts (MATs) place on their schools for central services.

With the introduction of the National Funding Formula and the withdrawal of DfE funding to LAs to support schools, we have seen funding shifting from LAs to schools to pay for services. It is acknowledged that cost pressures and inflation will have reduced the purchasing power of these allocations for schools. However, the Council has been slow in transferring the costs of services from itself to schools in line with DfE changes described above, instead continuing to fund many school services from council tax.

It was important, therefore, that we looked closely at how the Council funds its maintained schools and the services it provides to these, and in some cases academies, to ensure there is greater equity in funding. This work was termed the Review of Services to Schools.

The proposals will affect all maintained schools (community, community special, foundation, foundation special, voluntary controlled, and voluntary aided schools) and pupil referral units (PRUs).

The proposals involve “top-slicing” funding from maintained mainstream schools’ budgets and “buy-back” arrangements for maintained special schools and PRUs, to enable centrally provided/commissioned support to schools/PRUs to continue to be provided. For simplicity, we use the term “top-slice” in this document, which should also be read as “buy-back”.

We are also very conscious that any service the Council provides to schools and PRUs, regardless of how this is funded, must represent good value for money. Top-slicing shines a spotlight on what is being provided and the cost. Any request to top-slice is subject to annual consultation with schools and the agreement of the Schools Funding Forum (SFF), which provides an ongoing opportunity for the Council to report back to schools on the services it provides and to receive feedback on how these might need to change moving forward. This is a valuable reciprocal process, supporting transparency for all stakeholders and fostering continuous improvement. However, both schools/PRUs and the Council must enter contracts for services, so it is necessary to ensure both have time to implement any future changes. For this reason, we are recommending a “rolling two year” agreement process, such that if agreed, the arrangements under consultation would apply to 2026-27 and 2027-28. The annual consultation next year (2026-27) would confirm if the arrangements would continue in 2027-28 and decide if arrangements were to continue or change for 2028-29. It should be noted that the current timeline the Government has proposed for Local Government Reorganisation is 2028, at which point the County Council will cease and new unitary arrangements will come into place.

## **B. Areas of potential change for 2026-27 – why have these been considered and what is proposed?**

### **1. Statutory compliance testing and surveys, including tree surveys.**

**Proposals – To top-slice school budgets. This would be for a rolling 2-year period.**

#### **Why is this being proposed?**

For all maintained schools and PRUs the Council commissions Skanska to arrange and manage all premises-related statutory compliance tests and surveys and Kent Landscape Services for tree surveys. It does so regardless of whether the Council or the governing body is the duty holder, because schools financing regulations require the Council to fund all maintained schools equitably. The duty holder is generally the employer - the Council for community and voluntary controlled schools, and the governing body for voluntary aided and foundation schools.

Table 1 sets out the current break down of responsibilities between KCC and schools:

Table 1: Responsibilities of KCC and schools

	KCC	School
<b>Asbestos Management</b>	<p>Asbestos Survey – every 3 years.</p> <p>Resultant works from above survey.</p>	<p>Visually inspect asbestos “in situ” based upon survey results.</p> <p>School managed projects – an asbestos refurbishment survey must be undertaken.</p> <p>Resultant works required from school-managed projects.</p>
<b>Water Hygiene</b>	<p>Water Hygiene risk assessment every 2 years.</p> <p>Follow up annually by water hygiene contractor.</p>	<p>Resultant works from the risk assessment subject to agreed financial thresholds.</p> <p>Temperature monitoring and flushing on site.</p>
<b>Fire Safety Management</b>	<p>Fire alarm service on annual basis.</p>	<p>Full fire risk assessment every 3 years with annual review and complete any actions arising.</p> <p>Fire alarm maintenance and resultant works from servicing, in accordance with the capital / revenue maintenance criteria financial threshold.</p>
<b>Electrical Safety</b>	<p>5-year fixed electrical inspection for education establishments.</p> <p>3 years for leisure complex excluding pool.</p> <p>Annual fixed inspection for swimming pools.</p> <p>C1 &amp; C2 remedial works from all inspections.</p>	<p>C3 &amp; Health &amp; Safety remedials from all fixed electrical inspection.</p> <p>Portable Appliance Testing on an annual basis or in line with PAT testing schedule complying with KCC guidance.</p>
<b>Gas, Oil &amp; Liquid Petroleum Gas (LPG)</b>	<p>Annual service of fixed gas and LPG boiler and kitchen appliances.</p>	<p>Siting of carbon monoxide detector as advised by Gas Safe engineer. To be checked monthly.</p> <p>Oil – spill training. – Emergency spill procedures.</p>

	Oil fired boiler service_(6 monthly)  Oil storage tanks inspection annually	Maintenance of all gas, oil and LPG equipment and appliances in accordance with the capital / revenue maintenance criteria financial threshold.
<b>Lifts</b>	Thorough examination at least every 6 months.  Servicing 6 monthly.	Local escape procedure and training.  Resultant works from examination and service in accordance with the capital / revenue maintenance criteria financial threshold.  Maintenance every 6 months.
<b>Local Exhaust Ventilation (LEV) and Extraction Equipment</b>		LEV testing and inspection at a minimum of 14 months and resultant works. i.e. Fume Cupboards and DT equipment LEV.  Extraction equipment testing in line with manufacturers recommendation or 12 monthly.  Annual deep clean of kitchen extraction and regular cleaning of vents and traps.
<b>Trees</b>	Tree survey for sites – every 18 months.	Resultant works from the tree survey.
<b>Radon</b>	Test every 5 years, except for high risk sites where testing is annual.	Resultant works from testing in accordance with the capital / revenue maintenance criteria financial threshold.

The costs to KCC of undertaking the surveys, tests and servicing are revenue costs. KCC already delegates all revenue funding for buildings surveys, repairs and maintenance to maintained schools. However, to date the Council has not transferred the costs of statutory compliance in maintained schools to their budgets.

KCC undertook a full procurement process for its Facilities Management (FM) and Landscape Contract. This process, by definition, secured the best value available to the Council. However, we appreciate through this consultation school leaders will want reassurance that we have looked carefully at the value for money of KCC continuing to commission these services on behalf of schools. This is in respect of both the costs (do we secure better value through bulk purchasing?), and expertise

(we have technical experts who know what legislation requires who ensure the surveys are suitable, and comprehensive). Our technical experts resolve issues of dispute and quality assure the work received.

An external cost consultant has provided us with some market costs for surveys, and an academy trust has also kindly provided details of costs it incurs. Direct comparison of figures is challenging, as exactly what is provided may differ. However, as an illustration of why we believe our contract secures value for money, here are some examples:

	<b>KCC cost of survey only</b>	<b>Market Median cost</b>	<b>Academy trust cost</b>
Asbestos Management Survey	£248	£625	n/a
Water hygiene risk assessment	£380	£375	£917
Fire alarm service	£325	£700	£516
Tree survey	£550	£600	£375

Linked to this commissioned work is the Skanska helpdesk. Through this, Skanska will secure quotes from reputable companies on behalf of the school to address premises issues they have identified or to discharge the resultant works arising from statutory compliance testing along with a 24/7 emergency response to support schools in an emergency e.g. building failures/ fire. The Skanska team have the skills and expertise to ensure the works quoted for are appropriate and necessary, and this approach is compliant with the school's financial compliance requirements. Additionally, Skanska provides information from the surveys to KCC which informs our maintenance programmes, for example boiler servicing reports inform our replacement programme.

It is fundamental that the statutory compliance surveys are undertaken in line with the legal requirements and by a competent person. Failure to comply can result in prosecution with potential for fines and imprisonment alongside the potential risk of injury and to life deficient compliance measures pose. That risk remains with the duty holder. In cases of serious breach, the fines can be unlimited.

### **What we are proposing**

The proposal is, therefore, for schools' budgets to be top-sliced to fund costs KCC incurs in commissioning Skanska to provide these statutory compliance surveys. The costs of KCC staff in managing this contract and providing support to schools (c£500k), for example our technical advisers, are not included in proposed top-slice for 2026-27.



The Council considered amending the Scheme for Financing Maintained Schools to make schools arrange their own statutory compliance checks. This is not our preferred option because we believe the current arrangements represent better value for money for schools and better manage risk. Firstly, the current contract with Skanska operates until 2032. Whilst there is flexibility in the contract to remove the school estate from this, there would be costs associated with doing so. Secondly, were schools to commission their own surveys there would still be costs to the Council, as well as the increased burden on individual schools. KCC would need to monitor that schools had commissioned and received surveys in a timely fashion and interpreted these correctly, to quality assure reports, and to check that resultant works had been undertaken. This is because where KCC is the duty holder, it can delegate responsibility for taking actions, but it cannot delegate its duties.

The funding for this monitoring and quality assurance work would still need to be top-sliced from schools/PRUs. The resource to undertake this work would be greater than required through the current arrangements, because Skanska commissions in bulk using a single specification, can track site visits and the receipt of reports, which are in consistent formats, and can have oversight of both school and LA remedial action. This is a streamline system when compared to staff in c300 schools and PRUs individually procuring and interpreting up to 8 different surveys, with delivery dates known only to them and reports produced by a wide range of contractors in differing formats. KCC could procure a framework of providers for schools to commission from, which would ensure compliant and consistent surveys, but schools would be required to interpret any surveys or reporting. KCC monitoring and compliance responsibilities would remain and the cost of creating the framework is estimated at in excess of £500k (using KCC's standard approach to accounting for procurement costs).

## **2. Health and Safety advice and training**

**Proposals – The Council has one option in respect to these costs, to top-slice school budgets. This would be for a rolling 2-year period.**

### **Why is this being proposed?**

All employers have a duty to comply with the legal requirements outlined in the Health and Safety at Work Act 1974 and associated legislation and must so far as is reasonably practicable, ensure the health, safety and welfare of employees and others who have access to their work environment or may be affected by their work activities. The Act mandates risk assessments and the implementation of appropriate safety measures.

As set out above, overall legal accountability for the health and safety of employees and others cannot be delegated and remains the responsibility of the employer. The employer must ensure that the risks, particularly those affecting staff and pupils, are managed as far as is reasonably practicable. Through its health and safety policy the duty holder generally delegates responsibility for managing health and safety to the headteacher. This person should have the necessary skills, knowledge and experience to provide competent guidance about managing health and safety risks at the school.



KCC's Health and Safety Team provide a range of support to schools:

- Competent health and safety advisers.
- Duty advice line.
- Provision of standards, guidance and templates.
- Regular guidance and news articles.
- Access to an on-line accident, incident, and near miss reporting form.
- Follow up support for serious concerns, trends in accident, incident and near miss reporting to reduce risk of reoccurrence (e.g. training, risk assessment).
- Advice on Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- Audits informed by data and trend analysis to improve control measures and communications, guidance and training.
- Access to e-learning courses, such as asbestos management, control of substances hazardous to health (COSHH), fire safety, legionella and water hygiene, and manual handling.

The team provides all of the Council's health and safety advice and support, meaning it has a wide range of skills and expertise, as well as economies of scale. The activities the Team undertake in relation to maintained schools mitigates the health and safety risks for staff and visitors and thus reduces the likelihood and severity of potential consequences for school leaders, governors and the Council.

In terms of equity, academies are expected to commission their own health and safety support and guidance. Some do this through employing a health and safety specialist at Trust level, others through buying in a service. For this reason, the Council is proposing to top-slice maintained schools' budgets to cover the costs of providing this service.

We have considered whether the activities are all statutory duties, or whether any would be regarded as "additional", going beyond the statutory requirements. While it is possible to place a requirement on maintained schools to buy in advice and training, and to ensure they have appropriate risk assessments and monitoring arrangements in place, the Council would need to have a mechanism in place to monitor and quality assure that arrangement in community and voluntary controlled schools were adequate, as the Council would continue to be the duty holder. It would also need assurance frameworks for voluntary aided and foundations schools, where the governing bodies are the duty holders, as any failings on their behalf present risks to their school's delegated budget. For this reason, we have concluded all activity falls as statutory activity. We have looked at the arrangements other LAs have in place and, for example Bournemouth's health and safety offer, which is funded by top-slice, appears very similar to ours.

We have looked at the value for money of our health and safety support to maintained schools and PRUs. Our cost of £1.81 per pupil compares very favourably to the £4.58 per pupil average paid by a MAT with 8 primary schools for a consultant to support its schools. In addition to the Health and Safety Advisers, the Council's Infrastructure Service has technical experts on staff who support statutory compliance. The combination of expertise provides significant value for money.

### **3. Employment Tribunal Awards**

**Proposals - The Council only has one option in respect of these costs, to top-slice school budgets. This would be for a rolling 2-year period.**

#### **Why is this being proposed?**

The Scheme for Financing Maintained Schools<sup>1</sup> sets out the circumstances in which a charge may be made to a school's budget share - "6.2.3 Awards by courts and employment tribunals against the LA, or out of court settlements, arising from action or inaction by the governing body contrary to the LA's agreement and/or advice." This means that ordinarily, if a school has followed the Council's (or their commissioned Human Resources (HR) provider's) advice, the Council meets the costs of employment tribunal awards (note: the Council does not meet the costs of settlement agreements). The Scheme implements s37 of the Education Act 2002, which relates to payments in the event of dismissal of employees in maintained schools.

The costs of school-based employment tribunal awards which the Council has to fund are small, averaging c£50,000 per annum. In part this is because both the Council's school insurance (Safe Hands) and the DfE's (RPA) provide legal costs cover. Subject to cover limits, these schemes cover the legal costs of a school defending a claim and, subject to the school following advice, the cost of any award.

While these insurance schemes are, in the main, meeting schools' costs, they are not meeting the costs of the Council in defending claims where it has also been named as a defendant or in paying any award not covered by insurance. The school funding regulations allow for the Council to secure from the schools' budgets (top-slice) its legal costs in defending school-based tribunals and the costs of any school-based tribunal awards it has to pay. The costs of this annually is c£69k – comprising c£50,000 in awards and £18,800 legal costs (based on the last three-year average).

These activities and costs are entirely statutory.

### **4. Staff Care (Occupational Health Advice)**

**Proposal – for schools to commission their own occupational health advice.**

#### **Why is this being proposed?**

The Council currently commissions HR Connect (Staff Care Services) to provide a full suite of fully compliant occupational health (OH) services to maintained schools. This includes:

- Management referrals to an OH Advisor or OH Physician and the provision of a report containing advice, guidance and reasonable adjustments.
- Pre-placement questionnaire health screening.

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<sup>1</sup> [Financial Scheme for Schools](#)

- Ill Health Retirement (IHR) case file collation and Independent Registered Medical Practitioner (IRMP) case file opinion.
- Health surveillance and other associated services including:
  - Flu vaccinations
  - Hepatitis B vaccinations
  - Health surveillance/screening activities e.g. lung function, audiometry, HAVS, driver-medicals, eyesight, dermatology.

The service utilises a fully compliant, online OH system and is delivered by a dedicated team of in-house clinicians and OH administrators who have extensive experience working with schools. The clinicians all hold relevant and up to date registration with the General Medical Council (GMC) or Nursing and Midwifery Council (NMC) as well as a specific OH qualification.

Schools refer individual employees to the service as and when required by their absence management policy. The governing bodies of all maintained schools have delegated revenue budgets. They are either the employer or act as the employer through legislation. The costs of occupational health advice are clearly a revenue matter which the Council believes schools should be meeting.

OH advice services are freely available in the market. Schools should be free to commission this support from their preferred provider, something many are already doing. There is no legal requirement for KCC to provide or fund OH support to maintained schools and PRUs.

It remains important that school leaders and governors access high quality OH support, whatever provider they choose to use. Failure to do so may lead to a lack of suitable risk assessments for higher risk roles, gaps in legally required health surveillance and screening, not following policies or guidance, increased risk of Employment Tribunals (ET's), higher absence rates and challenges with employee relations cases. All employees are required to be health screened in order to meet the requirements set out in Keeping Children Safe in Education.

### **How do we ensure we are getting value for money?**

Under this proposal, it would be for individual schools to determine value for money. However, the Staff Care Services offer is competitively priced in comparison to the wider market and provides a full end-to-end occupational health service that has over 30 years' experience working in the education sector. Its industry leading systems and processes provide an excellent customer experience, securely hold employee OH records on specialist case management system and provide managers with the ability to start and track the progress of their OH processes in real-time. Staff Care Services only use fully qualified OH specialist clinicians and have a network of additional third-party clinicians it can utilise as required. The following table provides some benchmarking information to assure school leaders:

### Core Occupational Health Service - Price Benchmarking

Service	Staff Care Services	Kent Based OH Provider	London Based OH Provider (1)	London Based OH Provider (2)	London Based OH Provider (3)	London Based OH Provider (4)	Bristol Based OH Provider	Bedford Based OH Provider	Wales Based OH Provider	Average Saving
Management Referral – Standard	£190	£300	£450	£250	£465	£225	£300	£250	£300	£114 per referral
Management Referral – Complex	£370	£465	£450	N/A	£465	N/A	£500	N/A	N/A	£100 per referral
Pre-Employment Screening Questionnaire - Online	£30	£45	N/A	N/A	£125	N/A	£50	£30	£130	£46 per referral

### 5. Administration of teachers' pensions.

**Proposal – to top-slice school budgets for the full cost of the Council administering the pension arrangements of maintained school staff. This would be for a rolling 2-year period.**

#### Why is this being proposed?

Under the regulations of the Teachers' Pension scheme, LAs are responsible for the provision of data and contributions to the Teachers' Pensions Scheme, and for ensuring compliance with the Disclosure and Auto Enrolment Regulations. The LA retains these responsibilities even where a maintained school chooses to use a payroll provider other than the LA. This is not something that can be delegated to schools and thus not a service schools can buy from the market. It is an area where the finance regulations enable the Council to top-slice maintained school budgets, recognising that the Education Services Grant has ended, and the Council must provide this service.

In practice, this means HR Connect are commissioned by KCC (at a cost of £122k) to:

- Collect, collate and present the monthly and annual information required by Teachers' Pensions for the Monthly Contributions Reconciliation for Kent Maintained and non-maintained schools. The data to be supplied in the format prescribed by Teachers' Pensions and within specified deadlines.
- Do so for staff in all KCC maintained schools and PRUs covered by Teachers' Pension Scheme (all payroll providers) and for KCC non-school staff in the Teachers' Pension Scheme.

- Resolve errors and discrepancies in the data received from schools and payroll providers; arrange payments and refunds to and from Teacher Pensions.
- Produce and communicate guidance to schools on the process for the following year.
- Support the annual audit process.

It is important that employees' pension records are accurate and up to date. Incorrect records affect the calculation of their pension benefits, delays the processing of pension payments, which potentially impacts employees' financial planning and retirement timeline. Late submissions can lead to errors in recording contributions, requiring corrections and adjustments, which may cause further delays and administrative complications. Late submissions also lead to fines of the County Council.

In addition, the Council has to provide audit certification to the Teachers' Pension Scheme. The fee for our external auditors to undertake this work and provide the certification is £10k per annum. The total cost to the Council is therefore £132k per annum.

### **How do we ensure we are getting value for money?**

The service provided by HR Connect is fully compliant with the Teacher Pension Scheme regulations. It has been resourced and developed to ensure it minimises the risks to both KCC and maintained schools. The financial penalties and interest charges for late submissions can total hundreds of thousands of pounds for the County Council and schools if the service is not managed effectively. HR Connect have built a team with expert knowledge to best support complex queries from employees and the team is resourced to be able to liaise with several different payroll providers in order to minimise late submissions and the risk of penalties.

### **Alternatives**

In previous consultations we have tried to inform school leaders of the consequences if our proposals are not taken forward. This approach has been well received, so is repeated here.

All requests for top-slicing have to be approved by the Schools Funding Forum (SFF) annually. As set out above, both schools and the Council need time to make changes, hence proposing a two-year rolling decision making process. If the SFF reject any of the proposals, the Council has four main options:

- To decide not to continue with a particular proposal.
- To reconsider and consult on an alternative.
- To seek approval from the Secretary of State on the current proposal.

- Reduce to a statutory minimum and seek approval from the Secretary of State for the agreement that the funding for this can be top-sliced from maintained schools' budgets.

It should be taken as read that we are not discounting any option, but it is important we recognise that the decision will have to be taken in the context of the difficult financial decisions that the Council has already had and will continue to have to make in order to deliver the required level of savings.

It is difficult for the Secretary of State to refuse a top-slice application when the service being provided is a statutory duty of the Council, and the funding being sought is to provide the minimum requirements to secure the duty. It should be noted the statutory minimum represents a change to the current arrangements, passing some responsibilities that are currently held by KCC to schools. It would require assurance frameworks to be put in place as KCC's direct control is reduced and schools' increases. This changes the risk profiles of different activities.

In respect of the proposals, the statutory minimum would be:

- **Statutory compliance testing** - the Council delegates the responsibility to schools for commissioning statutory compliance tests and subject to the capital thresholds, remedying any defects. Creating a Policy Framework, advising, monitoring, collating, recording, and providing assurance that schools have fulfilled these responsibilities would be the minimum required for the Council to discharge its duty.
- **Health and Safety** – provision of policy, access to training (which is paid for), and monitoring. Schools would need to commission advice and support (a policy requirement).
- **Employment tribunal awards** – already at statutory minimum.
- **Staff Care** – unaffected by the proposal that schools fund occupational health advice.
- **Pension administration** - already at statutory minimum.

The Council has considered and wishes to reject moving to a statutory minimum model for statutory compliance (including tree surveys) and health and safety because of the risks associated with these activities, and because we believe our current arrangements represent good value for money for maintained schools.

## C. Overall impact of the proposals

Table 2 below summarises the current costs of top-slicing related to the proposals above. All of the pupil numbers and figures contained in this are indicative and based on October 24 census data; actual figures will be based on 2026/27 financial data using October 25 census data. Please note the pupil numbers relate to maintained schools only. Guidance sets out that LAs should charge a single rate per 5-16 year-



old pupils for all maintained mainstream schools (and this is deducted from the basic entitlement funding). The rate does not include Early Years or Post-16 as these pupils are funded via a different formula. LAs may chose a different rate for Special Schools and PRUs. As the Council is proposing a 2-year rolling agreement, it is important to note the costs would be increased year on year in accordance with the related contract clauses on inflation.

Table 8: Proposed top-slicing and buy-back rates based on 2024-25 costs. These costs are subject to annual inflation.

<b>Top-slicing/buyback rates (£ per pupil) of existing</b>	<b>Primary (62,699 pupils)</b>	<b>Secondary (15,384 pupils)</b>	<b>Special &amp; PRU (5,437 &amp; 354 pupils)</b>	<b>Total pot</b>
Statutory compliance (including tree surveys)	£22.61	£22.61	£22.61	£1,896,128
Health and Safety advice, training, and compliance	£1.81	£1.81	£1.81	£152,075
Employment tribunal awards and associated legal costs	£0.82	£0.82	£0.82	£68,800
Administration of teacher pensions	£1.57	£1.57	£1.57	£132,000
<b>Total</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£2,249,003</b>

## D. What happens next?

Headteachers, bursars and governors of local authority-maintained schools and PRUs are invited to submit their responses via <https://letstalk.kent.gov.uk/funding-services-to-schools-2026-2027>. This consultation runs from 9 June for 7 weeks, closing at 5pm on Friday 25 July 2025.

The outcome of the consultation will be presented to the Children's, Young People and Education Cabinet Committee on 16 September 2025. The Committee will be asked to make a recommendation to the Cabinet Member in respect of the proposals. The Cabinet Member will be asked to make a decision on behalf of the Council.

The Cabinet Member's decision becomes the Council's proposal to the Schools Funding Forum. This proposal will be considered by the Forum in the autumn (date to be confirmed). The respective representatives for maintained primary and secondary schools will vote on whether to agree or reject the Council's proposals.

In the event the Schools Funding Forum rejects the Council's proposals, the Council has the right to refer the matter to the Secretary of State for determination.



## Appendix B: Summary of comments

<b>To what extent do you agree or disagree with the proposal to top-slice school budgets for statutory compliance testing and surveys, including tree surveys?</b>	
<b><i>Summary of comments made by Primary school respondents</i></b>	
Strongly agree	Needs to be done centrally; KCC able to secure lower rates; and confidence that this is being carried out to the satisfaction of the duty holder.
Tend to agree	Vital work that needs to be completed (3); appears value for money compared to own procurement (2); easier & simpler to have central management; ensures consistency across the county; compliance and risk are managed effectively; we need many of these services. Schools do not have the expertise to assess what a quality survey looks like (2); a level of KCC monitoring would still be required. Like the current services offered by Skanska, they have control over the timings and if out-sourced level of service would decrease.
	Mixed feelings, we are a tenant and KCC the landlord, so checks should be done by Kent. If we have to pay, makes sense for KCC to organise. Please can the tree reports be omitted and schools arrange as the current contractor is very poor.
Neither agree or disagree	Budgets are already tight, top slicing will have a negative impact, but ensuring all statutory regulations are met must be a key priority.
Tend to disagree	VA school - seems some inconsistency in what we are charged for and what KCC and/or the Diocese are responsible for (eg funding C1 and C2 electrical works). No trees in our grounds, thus we would not want to pay for a tree survey or be top sliced. We see some value in budgets being top sliced for the H&S aspect of Fire, Asbestos and Water.
Strongly disagree	Concerned at sustainability of school budgets/will go in to deficit (3); budgets are already stretched (10) (new SEN model, pay reviews, changing T&Cs for support staff, rise in NI costs, general costs rising, existing de-delegation, excepted items); pupils will suffer (5), having to make staff redundant/fewer adults (4), at skeleton staffing, cannot support children successfully in the current climate. KCC seeing school budgets as part of the answer to its financial problems (3); already top-slicing too much.
	KCC should provide these services; statutory compliance testing is the responsibility of the landlord and schools should not have to pay for this (3).
	The school is in a rural area with many surrounding trees, so it would need all the existing budget.

	Small schools budgets would be stretched even further on systems not directly linked to pupil needs (2)
	Fees added to all bills by Skanska can at times be extortionate; have little faith in them as the maintenance arm for KCC schools; rarely use the help desk as quotes presented are always significantly higher than other contractors (2), contractors often unfamiliar with our setups and we end up taking more time trying to solve the issue (compared to going directly to our suppliers); quotes obtained via Skanska are not competitive (2) and we do not have confidence that we would get the best value via them. Skanska profit from arranging remedial works.
	Could achieve better value for money if we arranged testing and surveys ourselves (3); as a large school this would be costly; unconvinced KCC secures VFM given the costs of its traded services.
	The statutory compliance tasks are not always arranged on time and sometimes have to be chased for a date. Disconnect between the provision of surveys and the funding and resolution of critical resultant works, especially when KCC is the duty holder/responsible, with delays in agreeing funding. The proposal to top-slice funds for surveys without ensuring KCC's commitment to fund necessary remedial and preventative works in their capacity as duty holder effectively shifts financial burdens onto schools for issues that are clearly beyond the scope of day-to-day maintenance.
<b>Summary of comments made by Secondary school respondents</b>	
Strongly agree	The support for the statutory responsibilities for schools is essential and to ensure value for money, buying as a group is best value.
Tend to agree	No choice, to organize visits would be time consuming and probably cost more. However, expect a better service, not to have to chase for testing and surveys, or to keep having to explain.
Neither agree or disagree	Don't have a problem with top slicing, however Skanska provide a rubbish service to both the school and KCC, and at a high cost. We have no confidence in Skanska. We still have assets that are not on Skanska's database after years of trying. The helpdesk is chaotic and disorganised. Cases are regularly closed before issues are resolved.
Strongly disagree	Don't have the money (3); putting service of school at risk/diverts funds from school's priorities (2); disproportionate depending on the different types of school; the top-slice for our school does not seem to be value for money when looking at the costs provided for each survey (2); KCC should be finding this funding from other sources.
	This should be done on a case-by-case basis. Some / many schools will have no trees or very few on site - why should they subsidise those who do?
	Schools should commission (3). We have no quality control. KCC may view the service as satisfactory, but school are not consulted on this and we have widely varying experiences. Larger schools with experienced and highly-qualified School Business Managers are more than capable of managing compliance, in fact it is a key skillset for the role. No statutory requirement for KCC to carry out these check on behalf of VA schools. Delegate responsibility

	to Governing Body and require evidence of having completed the checks.
	We are a PFI school this this would result in a double charge for my school. Obviously this would change after the PFI contract finished.
	Have well-established internal capabilities, being required to contribute to a central fund for services we may not fully need or use can feel unfair.
<b>Summary of comments made by Special school respondents</b>	
Strongly agree	Safety of all school sites
Tend to agree	KCC have the experience/knowledge base to draw upon when carrying our procurement. Hope bulk buy would reflect in savings for all schools and ensure reputable companies are used. Schools would need to have the time to assess and creating a bank of contractors, we are a small school without the man power for such a task. Skanska has a good response time for callouts.
Tend to disagree	Intention is understandable, but disagree with top-slicing budgets without clear transparency, fairness, and opt-out mechanisms. A better approach might be offering optional central services, backed by clear costings and evidence of value.
	As a foundation school we do this ourselves except the tree survey
Strongly disagree	Budgets strained. KCC should continue to cover these costs for maintained schools. There are many other areas of premises management whereby the statutory compliance testing and surveys are the remit of schools, ie FRA. KCC do cover the expenditure associated with surveys, however a majority of the remedial costs are covered by schools.
<b>Summary of comments made by PRU school respondents</b>	
Tend to agree	These are compliant checks and services and for us as a PRU; we would not be able to procure these for the proposed top slice.

<b>To what extent do you agree or disagree with the proposal to top-slice school budgets to fund Health and Safety advice and training?</b>	
<b><i>Summary of comments made by Primary school respondents</i></b>	
Strongly agree	This is very important. Important that we remain with KCC to ensure that as a school we are following all the correct procedures (2) and any issues reported to Kent. It's well run by KCC with Health and Safety experts. Issues will occur if not overseen by LA. Rather pay KCC than an outside company, schools could not afford to employ experts.
Tend to agree	Vital service to ensure schools stay compliant (2). Confidence that this is being carried out to the satisfaction of the duty holder. Important schools receive advice and training and that the same message is delivered to all. At a cost of £1.81 per pupil, this top slice seems more manageable and offers greater value for money (2) for schools based on the support from the KCC Health & Safety Team. Ease of access for training. We find the training available via this service difficult to access.
Neither agree or disagree	School budgets are already tight, however ensuring all statutory regulations are met must be a key priority. This is not a significant cost, and the advice and training is still required.
Tend to disagree	Budget pressures; do not want to pay extra for something that is already included in school services; provides valuable support and advice, and the cost per pupil is noted as competitive, but while KCC provides advice, the actual costs of resolving safety hazards are not covered by the current funding model. The overall financial landscape, with KCC "taking more money off you for less services," makes this difficult to support wholeheartedly
Strongly disagree	Budget are tight (7) (SEN model etc); sustainability of schools (2); these services should be provided by KCC (4); need the money to support children (4); KCC using schools to balance its budget; adds no value to children; We could source these services should Kent not provide them; it removes the schools ability to find competitive quotes; KCC does not secure VFM; schools have no control over quality; Little use of the service. Use a different system for training.
<b><i>Comments made by Secondary school respondents</i></b>	
Strongly agree	Query this for PFI schools as we do not require this service.
Tend to agree	Need these services, but use rarely, nor do we know what training is on offer.
Neither agree or	Support would be good if we can access it - was told as a Foundation school they couldn't help. Wouldn't want this top-slice from our budget if we were still not able to access the service.

disagree	
Tend to disagree	Could be a bought-in service. We source from a private company, why should my budget be top-sliced to support others who choose not to do similarly?
Strongly disagree	Leaves schools vulnerable when faced with no budget, will mean that health and safety will not be compliant.
	Schools should commission advice and training (2). Service does not add value to our school. Have quality in-house expertise, can manage quality. Make this a traded service.
	Told that as a Foundation school we do not need to send KCC anything so not sure why we need to pay for?
	The continued top slicing off of school budgets is disabling schools and putting the service provision at risk. KCC should be finding this funding from other sources.
<b>Comments made by Special school respondents</b>	
Strongly agree	Safety of school sites
Tend to agree	KCC have the experience /knowledge base to draw upon.
Tend to disagree	A more effective model may be an opt-in, centrally coordinated service with transparent costings, clear service-level agreements, and the ability for schools to source alternatives if preferred. Understand the need for a safety net for smaller schools.
Strongly disagree	As a foundation school and had to pay for our H&S audit. Schools should choose their own training. Training is online and schools can access a suit of H&S modules via our own National College log in (2). Offer a traded service.
<b>Comments made by PRU school respondents</b>	
Tend to agree	Better VFM than individual purchasing. Schools have been fortunate that KCC have been willing to cover this historically.

<b>To what extent do you agree or disagree with the proposal to top-slice school budgets to fund Employment Tribunal Awards?</b>	
<b><i>Comments made by Primary school respondents</i></b>	
Strongly agree	Cost is minimal but gives protection to schools who find themselves in that position; the guidance and support we would get from KCC would benefit the school; KCC are best placed for this and think the 82p is value for money. Unfair to take from all schools already tight budgets.
Tend to agree	Required, as schools can't afford the individual burden of settlement claims (2); VFM for schools and a level of protection which is sadly often needed.
Neither agree or disagree	Budget can't afford this/negative impacts; if schools are well managed, this should be minimal occurrence; KCC is simply looking to shift costs to schools.
Not sure	Should have a greater link to the school that is subject to the ruling
Tend to disagree	Budgets can't afford it/shifting costs; as school has to pay for own insurance don't see why school has to pay for council costs. School HR processes ensure that we should not ever need this service.
Strongly disagree	Budgets are tight (5) (SEN etc); these services should be provided by KCC; don't want to fund something we never have and may not need (2); no link to pupil needs/reduces pupil support (2); KCC using school budgets to underwrite its own (2); KCC have greater resources than schools and it is highly unfair for schools to be penalised by KCC
	This should be handled by the school with the tribunal (4). If due diligence is followed, it should not be necessary. Should not fund their mistake.
	Never had to fund an employment tribunal, but appreciate it would be an expensive outgoing. Perhaps should be just for those schools who need to buy into this option rather than take from all schools.
<b><i>Comments made by Secondary school respondents</i></b>	
Strongly agree	Support for the statutory responsibilities for schools is essential; VFM buying as a group; useful service which we have used.
Tend to agree	No choice, to organize our own contract for Employment Tribunal Awards would be time consuming and probably cost more.
Neither agree or disagree	Top-slice is not material to our school. Never used so not sure of the benefits.

Strongly disagree	Having HR Connect to support this is vital - need 'the Kent way'.
	Could be a bought-in service; a school should be in charge of its own budgets; if a school's poor leadership has led to a tribunal award being made then that school should be asked to contribute to that award, this should not come from all other schools.
	Buy into the RPA risk arrangement, cover is more than adequate. I would expect KCC to put in place a similar provision for its own staff.
<b>Comments made by Special school respondents</b>	
Strongly agree	Shared risk; Kent County Council have the experience /knowledge base to draw upon and legal assistance.
Neither agree or disagree	We use Safe Hands to support us with legal fees and advice
Strongly disagree	Until budgets match need, leave as is; fundamentally unfair, misaligned with the principle of local accountability, and could disincentivise proper HR risk management (2). A better alternative would be for schools to take out specific legal insurance or for trusts/LAs to offer an opt-in risk-pooling mechanism with clear terms and oversight.
<b>Comments made by PRU school respondents</b>	
Neither agree or disagree	The cost in the case of a ETA would significantly outstrip the proportioned cost of the top slice.

<b>To what extent do you agree or disagree with the proposal for schools to commission their own Occupational Health advice?</b>	
<b><i>Comments made by Primary school respondents</i></b>	
Strongly agree	Not always been completely satisfied, so good to have the option to shop around; already do this (2); would still use Staffcare but option is good for others; service is good.
Tend to agree	Schools should choose (4); already use others (2); may be better to have someone between a group of local schools; useful to have a list of reliable suppliers that have worked with other schools; not entirely happy with advice received (generic).
Neither agree or disagree	Occupational Health advice is not very useful.
Tend to disagree	Budgets stretched/can't afford (2); retain Staff Care Services on a "buy in" annual SLA so that the current value for money offered by the service can be retained and funded by schools paying for it; concerned about the quality control; feel there should be a consistent approach.
Strongly disagree	Budgets stretched (4); lead to staff reductions/impact children; lead to less well staff (2); poorer quality of education; inadequate number of staff to manage an admin burden, contracts and quality of the service; increased admin burden; higher costs for schools; no additional financial resource. Risk of inconsistency. Budget having a detrimental impact on safeguarding of school staff and the LA should have accountability for this; these services should be provided by KCC;
	As we are paying yearly cost towards this, and on top of that, we pay for referring a member of staff, why do you want a top slice?
<b><i>Comments made by Secondary school respondents</i></b>	
Strongly agree	OH need and provision varies and we would welcome the option to source our own provision (3); recent experience disappointing.
Tend to agree	Reasonable - they can be used by schools as and when they require them (2).
Neither agree or disagree	Not used this from KCC as not very satisfactory service.
Tend to disagree	It feels like this could be something a school should be able to choose to opt out of if they wish to source this from an external party.



Strongly disagree	The OH referral system really does work - and having to outsource constantly is a real issue.
<b>Comments made by Special school respondents</b>	
Strongly agree	Value for money, greater choice of who you can use
Tend to agree	Provided that schools are given: access to a vetted list of quality-assured providers; clear procurement guidance; optional access to central or trust-wide OH services if preferred. This model supports autonomy while safeguarding staff wellbeing through proper oversight and standards.
Neither agree or disagree	Depends on economy of scale, we may be seeking a different level of advice; already source directly due to the substandard offering provided via HR connect.
Strongly disagree	Costs should continue to be covered under the HR Connect SLA, or HR Connect reduce their agreed annual fees.
<b>Comments made by PRU school respondents</b>	
Tend to disagree	If we reach out to our own provider - this may be at a more effective cost; but would possibly lose the background crossovers that "may" occur already and the "one stop provider".

<b>To what extent do you agree or disagree with the proposal to top-slice school budgets to fund the cost of administering the teacher pensions arrangements of maintained school staff?</b>	
<b><i>Comments made by Primary school respondents</i></b>	
Strongly agree	Best way of dealing with this; important that teachers pensions are maintained appropriately (3); this service is administered well; reasonable value for money; too burdensome for schools to administer pensions.
Tend to agree	No viable option (2); do not have the expertise to organise in house (2); given that this is a non-delegable statutory duty for the LA, it is reasonable for schools to contribute.
Neither agree or disagree	We would like KCC to continue with this but do not want to pay extra for it; I understand the reason for this; budgets are already tight, but statutory regulations must met.
Not sure	This is robbing Peter to pay Paul; is this cost not in the 'Premium' service from HR Connect?
Strongly disagree	Budget stress (6); will disadvantage children (2); this should be funded from the pensions; KCC should provide; this shouldn't be a school cost; should come from central government funding; schools do not have the financial resources to top up KCC's budget (2); no control over quality.
<b><i>Comments made by Secondary school respondents</i></b>	
Strongly agree	Valuable service, see the impact day-to-day as a school that runs its own payroll; there is not the expertise in schools to carry this out and buying as individuals would be costly; this makes it much easier for my finance team.
Tend to agree	No choice, better VFM than self-commissioning, and we have the capacity with the school to manage this.
Tend to disagree	Accept there is a cost and schools should contribute, however, what about LGPS? I would not want to agree to this only to find out that next year we would be hit again with the cost of administration of the LGPS. The top-slice would cover the cost of TPS users who are not employed by schools – KCC should fund those costs. I would expect to pay a per-head cost of my employees, therefore I do not support the proposal in its current form, but would support a charge per employee.
Strongly disagree	LA's statutory duty; costs should be coming from other sources; money not in budget, impacts educating our children.
<b><i>Comments made by Special school respondents</i></b>	
Strongly agree	KCC have the experience /knowledge base; schools don't have the capacity to take on the additional work (2); systematic approach
Tend to	This is very specialist and requires the support of HR Connect.

agree	
Tend to disagree	Should be funded centrally by LAs as part of their statutory employer duties, or at the very least, offered transparently through an opt-in service with clearly defined costs and service standards.
Strongly disagree	Impact on budget. These fees should be covered under the HR Connect SLA, alternatively HR Connect reduce the cost of the SLA. This will allow schools to fund the administration of the teacher pensions arrangements.
<b><i>Comments made by PRU school respondents</i></b>	
Neither agree or disagree	Depends on the volumes and cost of the top slice. The cost is not significant.

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## EQIA

### Section A Section A

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

Services to Schools (2026 -27)

#### 2. Directorate

Children Young People and Education (CYPE)

#### 3. Responsible Service/Division

Education Planning and Access

### Accountability and Responsibility

#### 4. Officer completing EQIA

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

Laura Murphy – CY EPA

#### 5. Head of Service

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

David Adams – CY EPA

#### 6. Director of Service

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

Christine McInnes - CY EPA

### The type of Activity you are undertaking

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

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

Yes

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

No

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

No

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

No

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

No

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

**Not Applicable**

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

The national funding arrangements for schools and local authorities has been shifting over the years as the Department for Education (DfE) seeks to move schools and academies to a consistent funding arrangement. Kent County Council (the Council) has long argued there should be parity of funding between maintained schools and academies, and between Kent schools and those in other parts of the Country.

With the introduction of the School Funding Reforms in 2013-14 Local Authorities were directed to delegate a number of former centrally retained DSG budgets to schools for the first time. A total of £8.7m of DSG funding was delegated to schools from 1 April 2013. At the same time, local Schools Funding Forums were given the powers to de-delegate

and return some of this funding to the LA for certain categories of spend where better efficiency could be achieved through central delivery by the LA.

The Education Services Grant (ESG) allocated to local authorities by the Government for the provision of statutory services in relation to schools was withdrawn in 2016/17. The DfE introduced a provision within the School Funding Regulations for local authorities to agree a contribution from LA maintained schools budget shares towards the cost of statutory services. This principle reflects the charge that most Multi Academy Trusts (MATs) place on their schools for central services.

The Council provides a range of services and support to schools. Some services and support are provided to all state funded schools in line with our statutory duties. Others are provided solely to the schools we maintain as a local authority. The Council has looked at all the services it provides to schools to ensure it is treating schools fairly and delivering services and support in accordance with any requirements of the grant funding we receive.

The review has led the Council to consider how some services and support to its maintained schools (mainstream and special) and pupil referral units (PRUs) should be funded moving forward. It is therefore proposing the following changes (from 1 April 2026), and is consulting maintained schools and PRUs on these.

Proposed changes are as follow:

### **1.Statutory compliance testing and surveys, including tree surveys**

Our proposal for 2026 -27 is to top-slice school budgets. This would be for a rolling 2-year period. This is being proposed for all maintained schools and PRUs. The Council commissions Skanska to arrange and manage all premises-related statutory compliance tests and surveys and Kent Landscape Services for tree surveys. It does so regardless of whether the Council or the governing body is the duty holder, because schools financing regulations require the Council to fund all maintained schools equitably. The duty holder is generally the employer - the Council for community and voluntary controlled schools, and the governing body for voluntary aided and foundation schools.

### **2.Health and Safety advice and training**

Our proposal is to top-slice school budgets to provide a health and safety advice and training service to maintained schools. This would be for a rolling 2-year period. All employers have a duty to comply with the legal requirements outlined in the Health and Safety at Work Act 1974 and associated legislation and must so far as is reasonably practicable, ensure the health, safety and welfare of employees and others who have access to their work environment or may be affected by their work activities. The Act mandates risk assessments and the implementation of appropriate safety measures.

### **3.Employment Tribunal Awards**

Our Proposal is to top-slice school budgets to meet the Council's costs of defending school based employment tribunals and the costs of any tribunal awards relating to school based cases. This would be for a rolling 2-year period. The Scheme for Financing Maintained Schools sets out the circumstances in which a charge may be made to a school's budget share - "6.2.3 Awards by courts and employment tribunals against the LA, or out of court settlements, arising from action or inaction by the governing body contrary to the LA's agreement and/or advice." This means that ordinarily, if a school has followed the Council's (or their commissioned Human Resources (HR) provider's) advice, the Council meets the costs of employment tribunal awards (note: the Council does not meet the costs of settlement agreements). The Scheme implements s37 of the Education Act 2002, which relates to payments in the event of dismissal of employees in maintained schools.

### **4.Staff Care (Occupational Health Advice)**

Our proposal is for schools to commission their own occupational health advice. The Council currently commissions

HR Connect (Staff Care Services) to provide a full suite of fully compliant occupational health (OH) services to maintained schools.

## 5.Administration of teachers pensions

The proposal is to top-slice school budgets for the full cost of the Council administering the pension arrangements of maintained school staff. This would be for a rolling 2-year period. Under the regulations of the Teachers' Pension scheme, LAs are responsible for the provision of data and contributions to the Teachers' Pensions Scheme, and for ensuring compliance with the Disclosure and Auto Enrolment Regulations. The LA retains these responsibilities even where a maintained school chooses to use a payroll provider other than the LA. This is not something that can be delegated to schools and thus not a service schools can buy from the market. It is an area where the finance regulations enable the Council to top-slice maintained school budgets, recognising that the Education Services Grant has ended, and the Council must provide this service.

## Overall impact of the proposals

The table below summarises the current costs of top-slicing related to the proposals above. All of the pupil numbers and figures contained in this are indicative and based on October 24 census data; actual figures will be based on 2026/27 financial data using October 25 census data. Please note the pupil numbers relate to maintained schools only. Guidance sets out that LAs should charge a single rate per 5-16 year-old pupils for all maintained mainstream schools (and this is deducted from the basic entitlement funding). The rate does not include Early Years or Post-16 as these pupils are funded via a different formula. LAs may chose a different rate for Special Schools and PRUs. As the Council is proposing a 2-year rolling agreement, it is important to note the costs would be increased year on year in accordance with the related contract clauses on inflation.

Table: Proposed top-slicing and buy-back rates based on 2024-25 costs. These costs are subject to annual inflation.

Top-slicing/buyback rates (£ per pupil) of existing	Primary (62,699 pupils)	Secondary (15,384 pupils)	Special & PRU (5,437 & 354 pupils)	Total pot
Statutory compliance (including tree surveys)	£22.61	£22.61	£22.61	£1,896,128
Health and Safety advice, training, and compliance	£1.81	£1.81	£1.81	£152,075
Employment tribunal awards and associated legal costs	£0.82	£0.82	£0.82	£68,800
Administration of teacher pensions	£1.57	£1.57	£1.57	£132,000
<b>Total</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£26.81</b>	<b>£2,249,003</b>

## Section Section B– Evidence

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

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

Yes

<b>10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No</b>
Yes
<b>11. Is there national evidence/data that you can use? Answer: Yes/No</b>
Yes
<b>12. Have you consulted with Stakeholders?</b> Answer: Yes/No Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.
LA maintained schools and PRUs are to be consulted 9 June to 18 July 2025. Final proposals will be presented to the Schools Funding Forum in Autumn 2025 for their decision.
<b>13. Who have you involved, consulted and engaged with?</b> Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.
A Consultation is scheduled. It will be available on the KCC website and shared with schools via briefings. Those consulted will include maintained primary, secondary and special school and PRU headteachers, school business managers and governing bodies.  The assumptions made in this EQIA will be tested through the consultation process and reviewed in response to the responses received.
<b>14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No</b>
Yes, for the previous phase of changes, although the areas of service differed.
<b>15. Do you have evidence/data that can help you understand the potential impact of your activity?</b> Answer: Yes/No
Yes - We have reviewed the evidence/ data and have carefully considered any impact this proposal may have on groups with protected characteristic. This includes pupils and staff in maintained schools.  The data collected included pupils sex, SEN, EHCP, EAL, FSM and ethnic minority. After applying the proposal which seeks to move schools and academies to a consistent funding arrangement we have concluded that there is no group which would be impacted above others - all schools and therefore pupils within each setting will be impacted equally and consistently under the proposal.  CYPE have also reviewed the Schools workforce in England 2023 data - <a href="https://explore-education-statistics.service.gov.uk">School workforce in England, Reporting year 2023 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)</a> After careful consideration we can't find any data or evidence which shows any significant impact on groups with protected characteristics. All staff and pupils in maintained schools will be treated equally within this proposal.  National information shows other LAs have adopted proposals similar to those we are considering. Academy schools in Kent already fund the services within our proposals from their school budgets. 50% of Kent's schools are academies, and these educate 66% of our pupils. Thus we concluded the proposed changes to how the services are funded does not on any group more than any other.
<b>Section C – Impact</b>
<b>16. Who may be impacted by the activity? Select all that apply.</b>
Service users/clients - Answer: Yes/No
Yes
Residents/Communities/Citizens - Answer: Yes/No
No
Staff/Volunteers - Answer: Yes/No



<b>Yes</b>
<b>17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?</b> <i>Answer: Yes/No</i>
<b>No</b>
<b>18. Please give details of Positive Impacts</b>
<b>Negative Impacts and Mitigating Actions</b>
The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.
<b>Impacts and</b>
<b>19. Negative Impacts and Mitigating actions for Age</b>
<b>a) Are there negative impacts for Age?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Age</b>
Not Applicable
<b>c) Mitigating Actions for Age</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Age</b>
Not Applicable
<b>20. Negative Impacts and Mitigating actions for Disability</b>
<b>a) Are there negative impacts for Disability?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Disability</b>
Not Applicable
<b>c) Mitigating Actions for Disability</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Disability</b>
Not Applicable
<b>21. Negative Impacts and Mitigating actions for Sex</b>
<b>a) Are there negative impacts for Sex?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Sex</b>
Not Applicable
<b>c) Mitigating Actions for Sex</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Sex</b>
Not Applicable
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>a) Are there negative impacts for Gender identity/transgender?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Gender identity/transgender</b>
Not Applicable
<b>c) Mitigating actions for Gender identity/transgender</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
Not Applicable
<b>23. Negative Impacts and Mitigating actions for Race</b>

<b>a) Are there negative impacts for Race?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
Not Applicable
<b>c) Mitigating Actions for Race</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions – Race</b>
Not Applicable
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
Not Applicable
<b>c) Mitigating Actions for Religion and belief</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
Not Applicable
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
<b>a) Are there negative impacts for sexual orientation.</b> <i>Answer:</i> <i>Yes/No (If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Sexual Orientation</b>
Not Applicable
<b>c) Mitigating Actions for Sexual Orientation</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Sexual Orientation</b>
Not Applicable
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
<b>a) Are there negative impacts for Pregnancy and Maternity?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Pregnancy and Maternity</b>
Not Applicable
<b>c) Mitigating Actions for Pregnancy and Maternity</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
Not Applicable
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
Not Applicable
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
Not Applicable
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities?</b> <i>Answer: Yes/No</i>

<i>(If yes, please also complete sections b, c and d).</i>
No
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Not Applicable
<b>c) Mitigating Actions for Carer's responsibilities</b>
Not Applicable
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Not Applicable

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**From:** Christine Palmer, Cabinet Member for Integrated Children's Services  
Sarah Hammond, Corporate Director for Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 16 September 2025

**Subject:** Commissioning of Short Breaks Day Activities 2026 to 2028

**Decision no:** 25/00069

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

**Classification:** Unrestricted

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

**Future Pathway of report:** None

**Electoral Division:** All

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

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**Summary:** This report provides the Children's, Young People and Education Cabinet Committee with the background and rationale to the proposal to establish new Short Breaks Day Activities for disabled children. The proposed route is to establish a further open competitive grant process aimed at local grass roots organisations and the Voluntary, Community and Social Enterprise (VCSE) organisations in Kent from 1 April 2026 to 31 March 2028, with a potential 12-month extension period.

**Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services on the proposed decision as detailed in the Proposed Record of Decision (attached as appendix 1):

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## 1. Introduction

1.1 Local authorities have a statutory duty under the Children Act 1989<sup>1</sup> and the Breaks for Carers of Disabled Children Regulations 2011<sup>2</sup> to ensure a

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<sup>1</sup> HM Government (1989) Children Act 1989, Schedule 2, Paragraph 6(1)(c). Available at: <https://www.legislation.gov.uk/ukpga/1989/41/schedule/2>

sufficiency of Short Breaks Services for parents/carers of disabled children. The regulations include that the local authority must provide, so far as reasonably practicable, a range of services which is sufficient to meet assist carers to continue to provide care or to do so more effectively. This includes a requirement to provide, as appropriate, a range of day-time care in homes of disabled children or elsewhere, overnight care in the homes of disabled children or elsewhere, educational or leisure activities for disabled children outside their homes and services available to assist carers in the evenings, at weekends and during the school holidays

- 1.2 Short Breaks Day Activities are preventative family support services aimed at families with a disabled child to allow them to have a break from their caring role. They also provide disabled children with the opportunity to have fun and learn while doing activities in a new environment outside of the home. They provide a chance to spend quality time within their community with other children who may have similar life experiences, helping to build friendships and connections beyond the family. For parents and carers, Short Breaks Day Activities provide regularly planned breaks from their caring responsibilities, allowing time to pursue other activities, education, chores, employment daily life activities and to spend time with other family members.
- 1.3 Some disabled children can join in with universal activities such as Beavers or Brownies, or summer fun days run by their local district council. Kent County Council commissions activities for those children who need extra support, including those with significant levels of support. These Short Breaks Day Activities are crucial services in supporting the resilience of families of disabled children in Kent.
- 1.4 The purpose of this decision is to meet the authority's statutory duty<sup>2</sup> to ensure sufficiency of Short Breaks Day Activities, and to allow time for the consultation on the implementation of the Short Breaks Strategy (including other services such as Overnight Short Breaks, Care and Support in the Home and Direct Payments) in 2026 which pending the outcome of the consultation will inform the development of a longer term model of Short Breaks.
- 1.5 Local authorities typically structure short breaks into three tiers:
  - Universal – Open to all disabled children without assessment. Open access activities like youth clubs or leisure centres.
  - Targeted – For children with moderate needs; include structured group day activities or day trips.
  - Specialist – For children with complex needs; requires full social care assessment. includes overnight care or 1:1 support.

The targeted tier is essential to ensure that families who don't meet the threshold for specialist services still receive meaningful support.

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<sup>2</sup> HM Government (2011) The Breaks for Carers of Disabled Children Regulations 2011. Statutory Instrument No. 707. Available at: <https://www.legislation.gov.uk/ukxi/2011/707/made>

## **2. Key Considerations**

- 2.1 Historically, Short Breaks Day Activities have been commissioned using grants, rather than contracts. This reflects the types of organisations likely to apply for funding to run these local, flexible activities for their community. The lowest bid in the 2024 to 2026 programme was £1,092 and the highest £60,000. Kent County Council has seen a direction of travel of moving Grants to Contracts, and this was the intention when running the grants programme for 2024 by establishing a hybrid approach to the collection of personal data of children to inform the commissioning of new contracts. Whilst this has been successful for Year 1, there is limited data to evaluate without the full second year of delivery. Whilst commissioners apply a proportionate approach to contract procurement, it is likely that formally tendering for contractual opportunities could be considered a barrier to some organisations, particularly when requesting as little as £1,092 funding per annum. This has been the experience in a recent tender for the Holiday Activity and Food Programme<sup>3</sup> where it was expected that high numbers of smaller grass roots organisations would tender, which was not seen.

## **3. Background**

- 3.1 Current Short Breaks Day Activities were commissioned under competitive grant arrangements for a two-year period from 1 April 2024 to 31 March 2026, with the intention to better understand demand, reach, performance and outcomes.
- 3.2 Prior to April 2024 these services did not provide data in a meaningful way which led to uncertainty on value for money and outcomes. There were reports of long waiting lists and service gaps that could affect statutory sufficiency duties.
- 3.3 The grant funded services were implemented alongside enhanced performance recording methods through Core+ (the Council's Early Help system solution), allowing comprehensive analysis of the services effectiveness. A full-year Service Review (1 April 2024 to 31 March 2025) revealed positive outcomes for children and their families, including a reduction in missed appointments, maintenance of activity levels within the previous year's budget (demonstrating value for money), and clarification regarding misconceptions on extended waiting lists across the range of provision.
- 3.4 The Short Breaks Day Activities Programme for April 2024 to March 2025 delivered a total of 1,682 sessions, reaching 2,237 individual children across Kent. There were 13,738 attendances, with Swale (2,975) and Maidstone (2,565) recording the highest numbers. The overall no-show rate was 6.8%, with Gravesham (17.4%) and Dartford (15.2%) showing the highest percentages. Compared with 2023 to 2024, total attendances decreased by 13.5% (from 15,876 to 13,738), and no-shows decreased by 36.5% (from 1,584 to 1,005), indicating improved engagement and attendance reliability.

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<sup>3</sup> Department for Education (2025) *Holiday activities and food programme 2024*. Available at: <https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2024>

- 3.5 A costing framework<sup>4</sup>, developed by UCL (University College London) and Loughborough University for the Department for Education, provides national benchmarks for all Short Breaks provision and whilst published in 2010 remains a key reference point for assessing value for money in local commissioning.
- 3.6 Building on the attendance data outlined in paragraph 3.4, the programme delivered 47,583 hours of activity across all session types (see Paragraph 3.7) with a total spend of £1,052,069. This equates to:
- £22.11 per hour
  - £76.57 per attendance
  - £470.30 per child per annum
  - £625.49 per session
- 3.7 When benchmarked against national estimates (adjusted for inflation to 2025), which suggest costs of £360–£490 per session for after school clubs and £445–£486 for weekend clubs, KCC's costs are higher combined. However, when broken down by session type, KCC's costs are significantly lower:
- After school sessions: £226.98 per session
  - Weekend Activities: £287.14 per session.
  - School Holidays: £214.36 per session
  - Family Events: £684.50 per session
- 3.8 It is important to note that Family Events include not only the children but also their families, resulting in a higher number of attendees per session and a lower cost per attendee. This broader reach contributes to improved family wellbeing and community engagement, supporting the programme's preventative aims. When taking account of total attendees 3,457 (1,487 children 1,970 family members) the cost per attendee is £1.44. This confirms that Family Events offer exceptional value for money, especially considering their broader impact on family wellbeing and inclusion.
- 3.9 The analysis states some children are accessing Short Breaks Day Activities across multiple providers, and anecdotally from social workers we have been told that some families are unable to access Short Breaks Day Activities as they are fully booked. We aim to address this issue following the Public Consultation for the Short Breaks Strategy during the development of the longer-term model of Short Breaks Day Activities, however for this grant round providers will be instructed to ask families if they are accessing other Short Breaks Day Activities to ensure that available sessions maximise the number of families attending.
- 3.10 Through this reporting we can identify whether children accessing the Short Breaks Day Activity Services were known to KCC up to six months prior to accessing the activities, thereby demonstrating that the Short Breaks Day Activities are reaching the right cohort of children. Analysis of the data demonstrates that 88% of children reached had some involvement with one or more of the following: Children's Social Work Service, Early Help, Strengthening

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<sup>4</sup> UCL and Loughborough University (2010) Short Breaks Research: A Costing Framework. London: Department for Education <https://dera.ioe.ac.uk/id/eprint/819/1/DCSF-RR224.pdf>



Independence Service, Family Hubs and/or had an Education, Health and Care Plan. This data shows that the Short Breaks Day Activities are reaching those children who are need of and will benefit from this activity.

- 3.11 Local authorities in England are required under the Children Act 1989<sup>5</sup> to maintain a Disabled Children's Register, a voluntary and confidential database that helps councils plan and improve services for children and young people with disabilities or additional needs. The performance data was compared to the Register as the closest measure of population data for disabled children in Kent. After cleansing the data from the disabled children's register and removing any young people over 18, there are 5,504 children on the register and from April 2024 to March 2025, Short Breaks Day Activities reached 2,177 children. If all of those who attended are on the register, that would be a reach of approximately 40%. Taken together with the fact that registering is voluntary and therefore not all families are on the register, this demonstrates that it is not possible to offer a Short Breaks Day Activity Service to all families within the current budget.
- 3.12 Equity of access appears strong across age, language, and ethnicity, with no significant gaps identified. This shows that while there is insufficient funding to provide a Short Breaks Day Activity to every child on the register, the current grants are providing activities proportionately to the data we have on the children. A notable gap was identified for children with complex needs, indicating a need for more tailored services. Finally, while a lower proportion of attendees had Education, Health and Care Plans (EHCPs) compared to the register (39% of those attending Short Breaks Day Activities compared to 52% of those on the register), this may reflect the services' role in supporting children with lower-level needs, whereas those with EHCPs may require more specialised/intensive support such as Direct Payments or Care and Support in the Home (other services commissioned by KCC to support disabled children and their families).
- 3.13 In summary, the data suggests that the current provision, funded by grants, are reaching those children who most need the activities, as evidenced by the Involvements data, there are no significant gaps in delivery, shown by comparing protected characteristics to those on the register, and the providers are performing well, evidenced by the volume of positive feedback received by both young people and parents/carers.
- 3.14 The current arrangement, funded by grants for Short Breaks Day Activities end on 31 March 2026.
- 3.15 In March 2025, re-commissioning work began to develop further arrangements of Short Breaks Day Activities to be in place from April 2026. This involved speaking to other local authorities to understand their overall Short Breaks Day Activities Offer, looking into the legal obligation of eligibility criteria and sufficiency and setting up an internal steering group to discuss the offer.

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<sup>5</sup> Children Act 1989, Schedule 2, Part I. *Maintenance of a register of disabled children*. Available at:

- 3.16 Shortly, KCC will be undertaking a Public Consultation on the draft Short Breaks Strategy. The Kent Short Breaks Strategy 2026 to 2031 sets out the Council's proposed approach to providing inclusive, community-based Short Breaks services for eligible disabled children. It aims to support their development and independence while offering families meaningful respite from caregiving. The strategy outlines seven key objectives focused on improving access, equity, and quality of services, and is shaped by extensive consultation with families and service providers. Public Consultation is in the planning phase and the Strategy is intended to be presented at CYPE Cabinet Committee for Key Decision on 20 January 2026.
- 3.17 Considering the forthcoming public consultation and the development of the Kent Short Breaks Strategy 2026 to 2031, it is recommended that the progression of the previously proposed longer-term Short Breaks Day Activities contracting model be paused. This will ensure that any future proposals are aligned with the final Strategy adopted, informed by the consultation feedback. Additionally, the anticipated Local Government Reorganisation (LGR) introduces uncertainty regarding the future operating landscape, further supporting the need to defer development until greater clarity is available. To mitigate the risk of service disruption during this transitional period, it is recommended that an optional 12-month extension be added to the grant arrangements. If required this would provide continuity of provision through to 31 March 2029, enabling sufficient time for any future commissioning activity to be undertaken in line with statutory duties, once the new Authorities are established and operational.
- 3.18 To support equitable access and future-proof the commissioning approach, the structure of the application process will be organised on a District basis. This will help ensure sufficient service coverage across Kent and allow for any future disaggregation of commissioning responsibilities, aligning with the anticipated changes brought about by LGR. This approach provides flexibility and resilience, enabling a smoother transition to new governance arrangements while maintaining consistency in service delivery.
- 3.19 Given the evidence of success of the current grant arrangements in relation to outcomes, value for money and reach, it is recommended to commission Short Break Day Activities through a competitive open grants process from 1 April 2026 to 31 March 2028 with an optional 12 month extension (3.17 refers) and continue with the development of the longer term model of Short Break Day Activities once the Strategy has been through consultation, taken the outcome on board and been adopted.
- 3.20 The grant recipients will continue to report activity through Core+, which will provide meaningful data on effectiveness and outcomes; this data will inform evidence-based decisions in relation to Short Breaks Day Activities and sufficiency. A grant-based approach will continue to encourage flexibility in delivery models, furthering our evidence base for the longer-term commissioning approach, and support strategic partnerships with the Kent VCSE sector. In line with the treasury Managing Public Money (MPM)<sup>6</sup>, grants

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<sup>6</sup> **HM Treasury (2025)** *Managing Public Money*. Available at: <https://www.gov.uk/government/publications/managing-public-money> (Accessed: 27 April 2024).

are suitable when the recipient is not delivering a service under contract but is contributing to a public policy objective. In addition, MPM states that even though grants are not contracts, they must be monitored to ensure outcomes are achieved.

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

- 4.1 Option 1: Do nothing and allow the current grants to end in March 2026. This option is not recommended due to the risk that Kent County Council would fail in its statutory duty to ensure a sufficiency of Short Breaks Services, as the Breaks for Carers of Disabled Children Regulations 2011 specify the need to provide services available to assist carers in the evenings, at weekends and during the school holidays. In Kent, many families access targeted short breaks through self-referral, without a formal Child in Need assessment. Eligibility is determined via criteria such as disability status, EHCPs, or receipt of relevant benefits, and services are delivered by commissioned providers who screen for suitability. Without continued grant funding, these targeted services, particularly holiday and activity clubs, would be significantly reduced, undermining both the sufficiency and diversity of provision required by law.
- 4.2 Option 2: Recommission Short Break Day Activities through contracts. This option is not recommended at this stage in line with Principle 2 of the Commissioning Framework, to ensure that commissioning is underpinned by a strong policy and planning framework. As the Short Break Strategy 2026 to 2031 is due to be implemented from 2026, it is preferable for this to be in place prior to redesigning a longer-term Short Breaks Model. If the Short Breaks Day Activities were commissioned through contracts prior to the Strategy being in place, there is a risk the contracts would not align with the Strategy and would not present a consistent approach for families of disabled children.
- 4.3 Option 3: Recommission Short Break Day Activities through grants – this is the recommended option. As data suggests the current grants are reaching the right children and performing well, it is recommended to commission the Short Breaks Day Activities via another competitive open grant process until the Strategy is in place.

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

- 5.1 The annual revenue budget for Short Breaks Day Activity Services is £1.06m (there is no capital budget), the cost of the two-year programme is £2.12m and the total cost if the 12-month optional extension is taken is £3.18m. It is proposed the existing budget is used to continue to fund these costs. This budget is included within the revenue budget key service line “Children in Need (Disability) - Care and Support (payments and commissioned services)” and managed by the Strengthening Independence Service.
- 5.2 The current Short Breaks Day Activities offer, commissioned for two years (April 2024 to March 2026), maintains the same number of sessions per annum as the previous grant year (April 2023 to March 2024), demonstrating efficiency in delivery. The effectiveness of the grants has been evidenced through positive outcomes for disabled children and their parents/carers. As improved confidence and positive experiences cannot be measured quantitatively, the

only way this data can be collected is via feedback from young people and parents/carers through end of year reports that include details of complaints, compliments on the services provided. This feedback, along with case studies from the providers and feedback during the regular Short Breaks Day Activity provider forums, highlights improvements in children's independence, a stronger sense of community, and parents reporting that the support has positively impacted their role as carers.

- 5.3 Grant values range from £1,092 for individual district-level services to £60,000 for countywide provision. Session costs vary depending on the complexity of needs. For example, Short Break Day Activities for children with more complex disabilities average £1,352 per session, compared to £304 for children with moderate needs. Costs are also influenced by session capacity; Family Events, while attributed a per-child cost, often serve entire families, reducing the actual cost per attendee. These factors collectively support the assessment that the grants represent good value for money, balancing cost with meaningful impact.
- 5.4 The competitive grants process is not expected to deliver any further savings against the value of the grants awarded. However, all bids received will be assessed for value for money prior to award. Financial modelling assumes no inflationary increase to the up-to three-year grant allocations.
- 5.5 The annual revenue budget of £1.06m is expected to continue to be funded from the General Fund however, the commissioning team and Supporting Independence Service will continue to seek other sources of funding to support Short Breaks Day Activities delivery in Kent using other eligible central government funding where appropriate. For example, funding from the Holiday Activity and Food (HAF) Programme has been secured to help support the grant funded Short Breaks Day Activities offer in the last two years (this has delivered an annual saving of £0.46m).

## **6. Legal implications**

- 6.1 The driver in the commissioning of Short Breaks Day Activity Services for disabled children is KCC's statutory duty under the Children Act 1989 and subsequently Breaks for Carers of Disabled Children Regulations 2011 to ensure a sufficiency of short breaks services for parents/carers of disabled children.
- 6.2 The Children's Act 1989 outlines that "it shall be the general duty of every local authority.
  - a) To safeguard and promote the welfare of children within their area who are in need; and
  - b) So far as is consistent with that duty, to promote the upbringing of such children by their families.

By providing a range and level of services appropriate to those children's needs."

- 6.3 In addition, the 1989 Act specifically provides (Schedule 2, Para 6(1) ( C ) ) that "Every local authority shall provide services designed - ...(c) to assist

individuals who provide such care for such children to continue to do so, or to do so more effectively by giving them breaks from caring.

6.4 Further, Regulation 3 of the Breaks for Carers of Disabled Children Regulations 2011 [“2011 Regulations”] outlines that “in performing their duty under paragraph 6(1)(c) of Schedule 2 to the 1989 Act, a local authority must:

- a) “Have regard to the needs of those carers who would be unable to continue to provide care unless breaks from caring were given to them; and
- b) Have regard to the needs of those carers who would be able to provide care for their disabled child more effectively if breaks from caring were given to them to allow them to:
  - i) Undertake education, training or any regular leisure activity.
  - ii) Meet the needs of other children in the family more effectively, or
  - iii) Carry out day to day tasks which they must perform in order to run their household.”

6.5 Regulation 4 of the 2011 Regulations states, ““In performing their duty under paragraph 6(1)(c) of Schedule 2 to the 1989 Act, a local authority must provide, so far as is reasonably practicable, a range of services which is sufficient to assist carers to continue to provide care or to do so more effectively.

In particular, the local authority must provide, as appropriate, a range of:

- a) Day-time care in the homes of disabled children or elsewhere,
- b) Overnight care in the homes of disabled children or elsewhere.
- c) Educational or leisure activities for disabled children outside their homes, and
- d) Services available to assist carers in the evenings, at weekends and during the school holidays.”

6.6 Commissioners, having assessed the market provision in this area, are recommending the use of a grant process to secure the delivery of activities designed to ensure that it is discharging its statutory duties. This will need to be undertaken in accordance with the Council’s grant framework, as Strategic Grants. The risk of adopting a grant approach, rather than contracting for services, is that if a grant recipient fails to spend the grant in the fulfilment of the grant purpose that would impact upon KCC delivering its statutory duties. Under grant agreements generally, the main protection for the Council, is the ability to claw back the grant funds if not used for the grant purpose. However, if that arose it would then need to make sure it put alternative arrangements in place to discharge its statutory duties. However, commissioners are satisfied, from the data available from the current grant process, that there is a low risk of this arising. This risk will be mitigated, as far as possible, through the due diligence undertaken as part of the competitive grants process, and through the use of two year funding with the option to extend for a further year, which will provide funding certainty to the voluntary and community sectors organisations that it is envisaged would bid for the grant funding being made available.

6.7 Depending on which organisations are successful in bidding for grant funding, TUPE may operate to transfer staff from currently grant funded organisations to

any newly successful organisations. This will need to be factored into the grant process undertaken, and appropriate advice sought.

## **7. Equalities implications**

- 7.1 An Equalities Impact Assessment (EQIA) screening has been completed, and no high negative impacts have been identified. The EQIA will continue to be developed and reviewed as this project progresses.
- 7.2 The EQIA identified the following positive impacts:
- For parents and carers to receive a break from caring
  - Focussing on opportunities for children and young people who are neurodivergent.
  - Focussing on opportunities for children and young people who have complex needs.
  - Enabling disabled children and young people to be included within their communities.

## **8. Data Protection Implications**

- 8.1 A Data Protection Impact Assessment (DPIA) was completed for the Short Breaks Day Activities grant process April 2024 to March 2026. In discussion with the CYPE Information Governance Lead, this DPIA was updated to explain that the same processing of data will take place for another two years under the newly proposed grant process from April 2026 to March 2028, and this was considered sufficient.

## **9. Other corporate implications**

- 9.1 Principle 2 of KCC's Commissioning Framework outlines that our commissioning intention is well defined in policy and plans and should be underpinned by a strong policy and planning framework. It further adds "there must be a clear link between the strategy or vision set within the service and the translation of this into commissioning strategies and service design". By having a strong underpinning policy in place through the future Short Breaks Strategy, subject to consultation on the same next year, this will better inform how we proceed with a potential new design for longer term commissioning of Short Break Day Activities rather than attempting to work on the new design simultaneously with the Strategy being developed and taken through consultation.
- 9.2 This supports Framing Kent's Future<sup>7</sup> Priority 4 New Models of Care and Support by enabling cost-effective, community-based services that promote early intervention and family resilience.
- 9.3 It also supports the opportunity area of 'service transformation opportunities' within Securing Kent's Future Objective 2 which states "KCC exists to provide services that meet the needs of Kent residents whilst meeting our Best Value duty. Consequently, the council can only deliver budget sustainability through a

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<sup>7</sup> [Framing Kent's Future - Our Council Strategy 2022-2026](#)

significant focus on the services it provides and transforming them accordingly to continue to meet needs whilst bringing the budget back into sustainability". Through the current grant arrangements, we have transformed the way data is collected to be able to ensure that the service is reaching the right children in the right areas of the county and allows the identification of any gaps in delivery to be able to target these accordingly through the proposed grants process for April 2026.

- 9.4 Access to Short Breaks Day Activities can play a preventative role by reducing the likelihood of families requiring more intensive higher-cost interventions such as Overnight Short Breaks, Care and Support in the Home, or Direct Payments. This preventative approach helps to mitigate financial pressures and manage demand across these other services.

## **10. Governance**

- 10.1 Accountability for the Short Breaks Day Activities provision is with the Corporate Director for Children, Young People and Education. The responsibility to ensure delivery of Short Break Day Activities is with the Director of Children's Countywide Services.

## **11. Conclusions**

- 11.1 This report provides the Children's, Young People and Education Cabinet Committee with the background and rationale for commissioning Short Breaks Day Activities via a competitive open grant process for two years from April 2026 to March 2028, including detailing the Council's statutory duties. This is intended to allow the recommissioning of this provision align with the future implementation of the Short Breaks Strategy in 2026 which will inform the development of a longer-term commissioning model of Short Breaks Day Activities.
- 11.2 Data from the current Short Breaks Day Activities outlines the success of this model by demonstrating that the activities are reaching the right young people and are delivering value for money by matching the number of sessions delivered in the previous financial year, despite no increase in the budget.
- 11.3 A grant-based approach will continue to encourage flexibility in delivery models, furthering our evidence base for longer term commissioning approach, and support strategic partnerships with the Kent VCSE sector. In line with the treasury Managing Public Money (MPM), grants are suitable when the recipient is not delivering a service under contract but is contributing to a public policy objective. In addition, MPM states that even though grants are not contracts, they must be monitored to ensure outcomes are achieved. This monitoring generates valuable data that will then inform future commissioning decisions, including the identification of any gaps in service provision.

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

**Recommendation(s):** The Children's, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE**

**RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services on the proposed decision as detailed in the Proposed Record of Decision (attached as appendix 1)

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**12. Background Documents**

- Equality Impact Assessment
- Data Protection Impact Assessment

**13. Appendices**

*Appendix 1: PROD*

**13. Contact details.**

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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

### DECISION TO BE TAKEN BY:

Christine Palmer, Cabinet Member for Integrated Children's Services

### DECISION NUMBER:

25/00069

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

### Key decision: YES

*Key decision criteria. The decision will:*

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

### Subject Matter / Title of Decision Commissioning of Short Break Day Activities 2026 to 2028

### Decision:

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

- a) Approve the provision of grants to external providers to deliver Short Breaks Day Activities for disabled children and young people by commencing an Open Grants Process for the period 1 April 2026 to 31 March 2028 with an option to extend for a period of 12 months from 1 April 2028 to 31 March 2029.
- b) Delegate authority to the Corporate Director for Children, Young People and Education, or other Officers as required by the Corporate Director, in consultation with the Cabinet Member for Integrated Children's Services, to award grants and enter into relevant agreements.
- c) Delegate authority to the Corporate Director for Children, Young People and Education to take other necessary actions, including but not limited to finalising the terms of and entering into grants, contracts, extensions or other legal agreements, as required to implement the decision.

### Reason(s) for decision:

Local authorities have a statutory duty under the Children Act 1989<sup>1</sup> and subsequently the Breaks for Carers of Disabled Children Regulations 2011<sup>2</sup> to ensure a sufficiency of Short Breaks Services for parents/carers of disabled children. The regulations include the specification of "services available to assist carers in the evenings, at weekends and during the school holidays", referred to as Short Breaks Day Activities.

Short Breaks Day Activities are preventative family support services aimed at families with a

<sup>1</sup> HM Government (1989) Children Act 1989, Schedule 2, Paragraph 6(1)(c). Available at: <https://www.legislation.gov.uk/ukpga/1989/41/schedule/2>

<sup>2</sup> HM Government (2011) The Breaks for Carers of Disabled Children Regulations 2011. Statutory Instrument No. 707. Available at: <https://www.legislation.gov.uk/uksi/2011/707/made>

disabled child to allow them to have a break from caring. They also provide disabled children the opportunity to have fun and learn while doing activities in a new environment outside of the home. They provide a chance to spend quality time within their community with other children and young people who may have similar life experiences, helping to build friendships and connections beyond the family. For parents and carers, Short Breaks Day Activities provides regularly planned breaks from their caring responsibilities, allowing time to pursue other activities, education, daily life activities and spend time with other family members.

Current Short Breaks Day Activities were commissioned under competitive grant arrangements for a two-year period from 1 April 2024 to 31 March 2026, with the intention to better understand demand, reach, performance and outcomes.

Using grants to commission these services includes an open and competitive bidding process with a rigorous evaluation, moderation and compliance to safeguarding, health and safety and financial viability of providers. This route is recommended as the market for these services tend to be grass roots or voluntary sector organisations that require flexibility to deliver to changing needs. The existing arrangement introduced improved ways of recording performance and attendance, allowing a detailed analysis on effectiveness of the service. The review after the first year of this improved arrangement identified positive outcomes for children and their families as well as better reach of service and value for money.

### **What is being proposed?**

Shortly, KCC will be undertaking a Public Consultation on the Short Breaks Strategy, this includes the Short Breaks Day Activity programme, overnight Short Breaks, Care and Support in the Home and Direct Payments.

The Kent Short Breaks Strategy 2026 to 2031 sets out KCC's approach to providing inclusive, Short Breaks services for eligible disabled children and young people. It aims to support their development and independence while offering families meaningful respite from caregiving. The strategy outlines seven key objectives focused on improving access, equity, and quality of services, and is shaped by extensive consultation with families and service providers. Public Consultation is in the planning phase and the Strategy is intended to be presented at CYPE Cabinet Committee for Key Decision on 20 January 2026.

The previous direction of travel for these services was to move to a contracted model, as opposed to a grant process and in light of the forthcoming public consultation and the development of the Kent Short Breaks Strategy 2026 to 2031, it is recommended that the progression of the longer-term Short Breaks Day Activities Model be paused. This will ensure that any future proposals are aligned with the final Strategy and informed by the consultation feedback. Additionally, the anticipated Local Government Reorganisation (LGR) introduces uncertainty regarding the future operating landscape, further supporting the need to defer development until greater clarity is available. To mitigate the risk of service disruption during this transitional period, it is recommended that an optional 12-month extension be added to the grant arrangements. If required, this extension would provide continuity of provision through to 31 March 2029, enabling sufficient time for any future commissioning activity to be undertaken in line with statutory duties, once the new Unitary Authorities are established and operational.

To support equitable access and future-proof the commissioning approach, the structure of the application process will be organised on a District basis. This will help ensure sufficient service coverage across Kent and allow for any future disaggregation of commissioning responsibilities, aligning with the anticipated changes brought about by LGR. This approach provides flexibility and resilience, enabling a smoother transition to new governance arrangements while maintaining consistency in service delivery.

This approach will continue to support Kent Voluntary Community Social Enterprise organisations in Kent, and help build capacity, enabling creativity and flexibility to service delivery. Providers are of strategic importance to KCC in achieving its Sufficiency Duty in relation to Short Breaks Day Activities. This approach supports the Civil Society Strategy, to build on the partnership working we have seen over the last year between public sectors and the social sector partners.

This decision supports Framing Kent's Future Priority 4 New Models of Care and Support by enabling cost-effective, community-based services that promote early intervention and family resilience.

It also supports the opportunity area of 'service transformation opportunities' within Securing Kent's Future Objective 2 as through the current grants we have transformed the way data is collected to be able to ensure that the service is reaching the right young people in the right areas of the county and allows the identification of any gaps in delivery to be able to target these accordingly.

### **Financial Implications:**

The annual revenue budget for Short Breaks Day Activity Services is £1.06m, the cost of the two-year programme is £2.12m and the total cost if the 12-month optional extension is taken is £3.18m. It is proposed that these costs continue to be funded from the General Fund, and where possible subsidised using other central government grants. This budget is reported within the revenue budget key service line "Children in Need (Disability) – Care and Support (payments and commissioned services)" managed by the Strengthening Independence Service.

The competitive grants process is not expected to deliver any further savings against the value of the grants awarded. However, all bids received will be assessed for value for money prior to award. Financial modelling assumes no inflationary increase to the up-to three-year grant allocations.

### **Legal Implications:**

The legal framework for the Proposed Executive Decision is:

- Children Act 1989 (Section 17 (1))<https://www.legislation.gov.uk/ukpga/1989/41/schedule/2> **Error! Bookmark not defined.**
- Breaks for Carers of Disabled Children Regulations 2011 schedule 2 (paragraph 6 (1)(c) Regulation 3 and Regulation 4)<https://www.legislation.gov.uk/uksi/2011/707/made> **Error! Bookmark not defined.**

### **Equalities implications**

An Equality Impact Assessment (EqIA) screening has been completed. This shall be kept under constant review as this project continues.

### **Data Protection implications**

The Data Protection Impact Assessment (DPIA) for the previous grant process is still applicable as the information and method of data processing will remain the same.

### **Cabinet Committee recommendations and other consultation:**

Children, Young People and Education Cabinet Committee will consider this decision at its meeting on 16 September 2025.

### **Any alternatives considered and rejected:**

Option 1: Do nothing and allow the current grants to end in March 2026. This option is discounted due to the risk that Kent County Council would fail in its statutory duty to ensure a sufficiency of Short Breaks Services, as the Breaks for Carers of Disabled Children Regulations 2011 specify the need to provide services available to assist carers in the evenings, at weekends and during the

school holidays and provide a range of educational or leisure activities for disabled children outside their homes. In Kent, many families access targeted short breaks through self-referral, without a formal Child in Need assessment. Eligibility is determined via criteria such as disability status, Education, Health and Care Plans, or receipt of Disability Living Allowance (DLA) and Personal Independence Payment (PIP), and services are delivered by commissioned providers who screen for suitability. Without continued grant funding, these targeted services, particularly holiday and activity clubs, would be significantly reduced, undermining both the sufficiency and diversity of provision required by law.

Option 2: Recommission Short Break Day Activities through contracts. This option is not recommended at this stage in line with Principle 2 of the Commissioning Framework, to ensure that commissioning is underpinned by a strong policy and planning framework. As the Short Breaks Strategy 2026 - 2031 is due to be implemented from 2026, it is preferable for this to be in place prior to redesigning a longer term Short Breaks model. If the Short Breaks Day Activities were commissioned through contracts prior to the Strategy being in place, there is a risk the contracts would not align with the Strategy and would not present a consistent approach for families of disabled children.

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

.....  
signed

.....  
date

## EQIA Submission Draft Working Template

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

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

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

### Section A

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

Commissioning of Short Break Day Activities 2026-2028

#### 2. Directorate

Children Young People and Education

#### 3. Responsible Service/Division

Strengthening Independence Service

### Accountability and Responsibility

#### 4. Officer completing EQIA

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

Christine Beale

#### 5. Head of Service

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

Sharon Howard

#### 6. Director of Service

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

Kevin Kasaven

### The type of Activity you are undertaking

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

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

No

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

No

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

No

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

Yes

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

No

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

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

Short Breaks Day Activities are preventative family support services aimed at families with a disabled child or young person to allow them to have a break from caring. They provide disabled children and young people with the opportunity to have fun and learn while doing activities in a new environment outside of the home. They provide a chance to spend quality time within their community with other children and young people who may have similar life experiences, helping to build friendships and connections beyond the family. For parents and carers, Short Breaks Day Activities provide regular planned breaks from caring responsibilities, allowing time to pursue other activities, education, chores and spend time with other members of the family.

Short Breaks Day Activities offer a variety of activities and support for disabled children and young people who present on a spectrum of need from mild to complex, including learning and physical disabilities, sensory disabilities and neurodivergent.

Short Breaks Day Activities have two key aims:

- To give parents or carers of disabled children or young people a break from caring responsibilities.
- To enable disabled children and young people to have social opportunities and join in with safe, fun, and interesting activities, whilst developing autonomy and independence as they grow.

The objectives of the grants programme are:

- Opportunity to incorporate improvements that have been identified through the current Short Breaks Day Activity grants. For example, projects that strengthen independence and transition to adulthood.
- Grants promote continued strong relationships with providers, which will be essential for the implementation of the Short Breaks strategy.
- Contribute to financial stability to Voluntary Community Social Enterprise sector, in line with Spending the Council's Money principle to deliver the Council's sustainability and social value objectives by "encouraging the growth of local businesses and reducing or removing the barriers facing, Small and Medium Enterprises (SMEs) and Voluntary, Community, and Social Enterprises (VCSEs) when accessing contracting opportunities."

### **Equality Recommendations**

The Short Breaks Day Activity grants will be shaped by inclusive engagement and informed by the diverse needs of children, young people, and families across Kent. It will prioritise equitable access, cultural sensitivity, and flexibility to ensure that all eligible families—regardless of background or circumstance—can benefit from high-quality, appropriate support.

## **Section B – Evidence**

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

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

Yes

<b>10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No</b>
Yes
<b>11. Is there national evidence/data that you can use? Answer: Yes/No</b>
No
<b>12. Have you consulted with Stakeholders?</b> Answer: Yes/ <del>No</del> <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i>
Yes
<b>13. Who have you involved, consulted and engaged with?</b> <i>Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.</i>
Short Break providers Parents/carers Recipients of Short Breaks Day Activities
<b>14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No</b>
Yes
<b>15. Do you have evidence/data that can help you understand the potential impact of your activity?</b> Answer: Yes/No
Yes
<b>Uploading Evidence/Data/related information into the App</b> <i>Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.</i>
Evidence Document appendix 1
<b>Section C – Impact</b>
<b>16. Who may be impacted by the activity? Select all that apply.</b>
Service users/clients - Answer: Yes/No
Yes
Residents/Communities/Citizens - Answer: Yes/No
No
Staff/Volunteers - Answer: Yes/No
No
<b>17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No</b>
Yes
<b>18. Please give details of Positive Impacts</b>
Positive impact for parents and carers to receive a break from caring.

The commissioning activity will provide positive impacts for children with disability by focussing on increasing opportunities for children and young people who are neurodiverse.

The commissioning activity will provide positive impacts for children with disability by focussing on increasing opportunities for children and young people who have complex needs.

Enabling disabled children and young people to be included within their communities.

## Negative Impacts and Mitigating Actions

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

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

**a) Are there negative impacts for Age?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

Yes

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

The service is for 5-17 year olds so anyone outside this age range will not access these Short Breaks Day Activity Services.

#### c) Mitigating Actions for Age

Strengthening Independence Service can signpost children and young people to appropriate services, such as Portage, Early Help Services and 18+ services.

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

Sharon Howard

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

**a) Are there negative impacts for Disability?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

Yes

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

Through analysis of several sources of data, neurodivergence is identified as the highest primary need and is predicted to increase in line with the national trend. This has improved somewhat over the past few years when we specifically commissioned services to close this gap. However, we need to further commission services as support is sporadic across the districts.

#### c) Mitigating Actions for Disability

The grants prospectus will identify the requirement to provide service for neurodivergent children and young people and those complex needs. Practitioners are able to signpost children to the SEND Local Offer for appropriate support for neurodivergent children.

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

Sharon Howard

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

**a) Are there negative impacts for Sex?** Answer: Yes/No

(If yes, please also complete sections b, c, and d).

No

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

#### c) Mitigating Actions for Sex



d) Responsible Officer for Mitigating Actions - Sex
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Gender identity/transgender
c) Mitigating actions for Gender identity/transgender
d) Responsible Officer for Mitigating Actions - Gender identity/transgender
<b>23. Negative Impacts and Mitigating actions for Race</b>
a) Are there negative impacts for Race? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Race
c) Mitigating Actions for Race
d) Responsible Officer for Mitigating Actions – Race
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
a) Are there negative impacts for Religion and Belief? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Religion and belief
c) Mitigating Actions for Religion and belief
d) Responsible Officer for Mitigating Actions - Religion and belief
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>
a) Are there negative impacts for sexual orientation. Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Sexual Orientation
c) Mitigating Actions for Sexual Orientation
d) Responsible Officer for Mitigating Actions - Sexual Orientation
<b>26. Negative Impacts and Mitigating actions for Pregnancy and Maternity</b>
a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No (If yes, please also complete sections b, c, and d).
No
b) Details of Negative Impacts for Pregnancy and Maternity

<b>c) Mitigating Actions for Pregnancy and Maternity</b>
<b>d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity</b>
<b>27. Negative Impacts and Mitigating actions for marriage and civil partnerships</b>
<b>a) Are there negative impacts for Marriage and Civil Partnerships?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
<b>No</b>
<b>b) Details of Negative Impacts for Marriage and Civil Partnerships</b>
<b>c) Mitigating Actions for Marriage and Civil Partnerships</b>
<b>d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships</b>
<b>28. Negative Impacts and Mitigating actions for Carer's responsibilities</b>
<b>a) Are there negative impacts for Carer's responsibilities?</b> <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
<b>Yes</b>
<b>b) Details of Negative Impacts for Carer's Responsibilities</b>
Location of activities can prove difficult for carers to transport their child to.
<b>c) Mitigating Actions for Carer's responsibilities</b>
The grants will aim to promote an equitable distribution of services across the County. There is a statutory duty to meet the needs of eligible children so Short Breaks Day Activities will be provided to those who meet this criteria in each district.
<b>d) Responsible Officer for Mitigating Actions - Carer's Responsibilities</b>
Sharon Howard/Steve Lusk

## **Appendix 1 EQIA Short Breaks Day Activities**

### **Analysis of Evidence for Short Breaks Day Activity Services**

As there is no readily available population data for disabled children in Kent, we have used the disabled children's register<sup>1</sup> as a baseline for understanding the needs of the children to ensure we are meeting our legal duty regarding sufficiency. We are unable to use census data as this is categorised 0-25 with no way of separating out those up to the age of 18, and the census is self-reported and therefore may not be reliable to use as population data.

While consideration was given to using caseload data from the Strengthening Independence Service, it was determined to be unsuitable for comparison. This is because eligibility for the Short Breaks Day Activity service includes children and young people with a range of needs classified as moderate and having a disability as defined within the Equality Act 2010, whereas the Strengthening Independence Service is limited to individuals with permanent or long-term disabilities that fall within the severe or profound categories. As a result, the datasets are not directly comparable as many children accessing the Short Breaks Day Activities will not be open to the Strengthening Independence Service.

By comparing this data to the data from current Short Breaks Day Activity providers from April 2024 to March 2025, we can understand if current supply is meeting demand and/or where there are any gaps that we need to address to ensure we are meeting the needs of the eligible children. This will then be used to inform the requirements for the new commissioning process for April 2026 to March 2028.

There is a caveat to this data in that the disabled children's register is not mandatory for families to sign up to, and data entry fields are not compulsory so not all information is completed by all families. It should also be noted that it is difficult to ascertain if any lines on the register are duplicates from the same child due to the way data is reported.

#### **Overall numbers**

After cleansing the data from the disabled children's register and removing any young people over 18, there are 5,504 children on the register and from April 2024 to March 2025, Short Breaks Day Activities reached 2,175 children. If all of those who attended are on the register, that would be a reach of approximately 40%. Taken together with the fact that registering is voluntary and therefore not all families are on the register, this demonstrates that it is not possible to offer a Short Break Day Activity Service to all families within the current budget.

#### **Age**

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<sup>1</sup> Disabled Children Register

The age range with the highest number on the register is 9-15 and this is also where the most children are attending Short Breaks Day Activities, so this would indicate there is currently no significant gap in provision for certain age groups.

#### Gender

69% of children on the register are male and 31% female, however when looking at actual attendance 59% are male and 40% female (1% unknown) which could indicate that the sessions appeal more to females, or that females are more likely to engage in this type of activity. From April 2024 to March 2025 1,292 males attended a Short Breaks Day Activity and 857 females.

#### Language

For 98% of those on the register, English is the first language, and 0.85% are either non-verbal or use some form of sign language. This would indicate that an inability to speak another language is not a significant barrier to attendance at current sessions.

#### Ethnicity

When taking into account those who did not wish to disclose their ethnicity or where this is not known, the percentages of those attending are largely in line with the percentages from the register; therefore, there are no large discrepancies indicating gaps in provision.

#### Type of Need/Disability

Those who attended a Short Breaks Day Activity session do not have their primary disability listed, but rather all need types that they have, and the categories used are different to those from the register, so a direct comparison is not possible. Taking general themes, the highest need on both data sets is autism. Following this, it is difficult to distinguish. Attendance is good for those with hearing and/or sight impairment compared to the lower numbers on the register, which could be due to having Kent Association for the Blind and Kent Deaf Children's Society delivering sessions.

#### Education, Health and Care Plans (EHCPs)

52% of the children on the register have an EHCPs while 39% of those who attended a Short Breaks Day Activity session in this period had an EHCP. While this is slightly lower than the population data, this could be explained by Short Breaks Day Activities being used more by disabled children with lower levels of support needs, whereas those with EHCPs may require more specialised support such as Direct Payments or Care and Support in the Home.



## DPIA Project Information

**Title:**

Disabled Children and Young People's Short Break Day Activities Grants

Click or tap here to enter text.

**Project ID:**

197

**Project Timeframe for Data Collection:**

In less than 3 months

## DPIA Screening Questions

Question Number	Question	Answer
1	I understand that, by selecting Yes, I am confirming I am the project manager for the project or activity for which this DPIA screening tool is being carried out.	No
2	I understand that by ticking this box I am confirming that I have undertaken the Data Protection Essentials training module on delta.	Yes
3	Is this project a change to an existing process, or is it a new processing activity?	New processing activity
4	Has a DPIA for this been previously submitted?	No
5	If a DPIA was submitted - Was legal advice recommended?	No
6	When did the planning stage of this project begin?	10/2/2023
7	Is this screening tool for the use of a surveillance camera, including CCTV, dash cam and body worn cameras?	No
8	If Yes - Is this DPIA a proposal for a new deployment, or the expansion of an existing surveillance system?	
9	Which data protection regime will you be processing under?	UK GDPR
10	Please outline the project including the types of data, software, processors, and how the data will be used	<p>KCC Strengthening Independence Service for Disabled Children and Young People 0-25 provides grant funding opportunities as part of the Short Breaks Day Activities Programme. Any activity provider who supports disabled children and young people is eligible to apply to KCC for a short breaks day activity grant for a period of up to two years funding.</p> <p>KCC are both Data Controller and Data Processor, The recipients of the grant funding will be both</p>

		<p>Data Controller and Data Processor. The short breaks day activity grant will provide activities that take place during school holidays, weekends or after school time.</p> <p>Grant funding will commence from 1st April 2024. This DPIA is being undertaken as part of the commissioning planning for the Short Breaks Day Activity Grant programme.</p> <p>Disabled Children and Young People Short Breaks Day Activity grants aim to provide children and young people with an opportunity to spend time away from their parents/carers in a safe environment whilst also providing parents/carers with a valuable break from caring responsibilities.</p> <p>The legislative context is laid out in The Children Act 1989 and Breaks for Carers of Disabled Children Regulations 2011 for KCC to make available short break activities for disabled children.</p> <p>Successful grant recipients will be required to submit data to Commissioning that includes the following:</p> <ul style="list-style-type: none"> <li>-Child Name</li> <li>-Child DOB</li> <li>-Child Gender at birth</li> <li>-Gender Identification</li> <li>-Ethnicity</li> <li>-Address</li> <li>-Name of Parent/Carer where a child is under 12 years of age</li> <li>-Telephone number</li> </ul> <p>The main reason we are requesting this data is due to Public Interest.</p>
11	Within your project are you planning to:	<p>Combine, compare, or match data from multiple sources?</p> <p>Process special category data or criminal offence data on a large scale?</p>
12	Or are you planning to:	Carry out evaluation or scoring?

13

Additional Information

Process sensitive data or data of a highly personal nature?

Process personal data on a large scale?

Match or combine datasets?

Process data concerning vulnerable data subjects?

Carry out systematic monitoring?

The service shares data and interacts with various KCC departments including Social Care, and Commissioning.



## DPIA Core Questions

Question Number	Question	Answer
1	What is your project aim?	<p>KCC Strengthening Independence Service for Disabled Children and Young People 0-25 has previously offered grant agreements for short breaks day activities through its Strategic Grants Programme. These grants compliment the commissioned Short Breaks Service and provides increased opportunities across the county for children and young people with complex and moderate needs.</p> <p>The Kent County Council (KCC) has a legal responsibility under Section 17(1) of the Children Act 1989, Section 17(11) of the Children Act 1989 defines a child in need to include all disabled children. The duty to provide short breaks for disabled children and their carers is further detailed within the Breaks for Carers of Disabled Children Regulations 2011. Section 27 of the Children and Families Act 2014 imposes a duty on local authorities to keep under review its social care provision for children with disabilities and to consider the extent to which that provision is sufficient to meet their needs.</p> <p>Short breaks are preventative, family support services that are aimed at families with a disabled child, to allow them to have a break from caring. They can be at any time ranging from an hour to a day, evening, overnight or weekend depending on the needs of the family. The short break may take place in a community activity setting, a child/young person's home or other residential setting. It allows parents and carers to have a break from their caring responsibilities and gives children and young people the opportunity for a positive experience.</p> <p>The provision of short breaks day activity grants is in line with Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2021-2024: Priority Five - Ensure children and young people with SEND are included in their local community.</p>
2	Are all of the categories of personal data identified in	Yes, all of the data collection categories are necessary to ensure that payments made to

	the data question necessary for you to achieve this aim?	<p>grant recipients are being used to provide short breaks day activities to eligible children and young people.</p> <p>Data collected will help inform future commissioning opportunities in line with the Strengthening Independence Service Commissioning Strategy.</p> <p>Core + system will extract data to create anonymous reports for data monitoring purposes. These will be reported through the Power BI system to Commissioning.</p>
3	What are the categories of data subjects whose data will be processed?	Disabled Children and Young People Parents/Carers contact details
4	What is the nature of the relationship with the individual?	As a local authority, KCC is in a position of power compared to data subjects
5	Are there any other organisations other than KCC who will be involved in this project?	<p>Controller</p> <p>Unknown</p> <p>Processor</p>
6	Please name the organisations and their roles.	<p>For the purposes of the Short Breaks Day Activity Grant Project</p> <p>Controller - KCC = of data shared with KCC for project</p> <p>Processor - KCC = of data shared with KCC for project</p> <p>Processor - Microsoft = Using Power BI 3rd Party Processor - Liberi, Synergy</p> <p>Controller - Recipient of Short Breaks Day Activity Grant = for the purpose of providing service</p> <p>(18.7.25 - for the second two year grant period of April 2026-March 2028, the recipient of the grant will not be a data controller)</p> <p>Processor - Recipient of Short Breaks Day Activity Grant = for the purpose of providing service</p>

		Where a provider has users who access the service directly with them rather than being referred by KCC, the service user is the controller of that information for the purpose of providing service.
7	Tick to confirm which of the following you have in place with the organisations	Other KCC Grant Agreement
8	How will the personal data be collected?	Collected by an external organisation
9	How will the personal data be collected from the individual?	Online survey/form Paper survey/form Phone call
10	Will the data be shared with:	Your KCC team A contracted service provider Other Data shared with the Service Provider will be if a client is referred to them but no other data.
11	Do you have a copy of the privacy notice that data subjects will be provided with at the point their data is collected?	Yes
12	Does the privacy notice state that data will be shared with your team for the purpose you will be using it for?	Yes
13	How will the data be shared with your team securely?	Core+ System - Service providers will have access to an online form where data is entered. This will then feed into the Core+ system.  KCC will provide training to all recipients of the Short Breaks Day Activity Grant how to use the online form to minimize any data entry errors.  Security and access is restricted and set at different levels dependent on the use. Access will only be granted to the data entry user as nominated by the individual company.

14	What steps will you take to ensure the data you collect and/or use is accurate?	<p>Data is gathered at point of referral to the activity/service. Service providers will ensure that the individual understands what data is being collected and the purpose of it.</p> <p>Clients will be made aware of how their data will be shared with KCC. Privacy notices will be shared.</p> <p>Service providers will receive training on how to use the online data collection form and will have ongoing support from KCC Commissioning to minimize the risk of data entry errors.</p>
15	In what system(s) will the data be stored?	Other
16	Where are the servers for the system(s) located?	Core+ System Power BI UK
17	What is the current state of technology in this area?	<p>The Core+ System has been used within KCC for a number of years by many different teams.</p> <p>Power BI has been used within KCC for a number of years by many different teams.</p>
18	How will the security of the data be ensured when it is transferred outside of the UK?	Not applicable, the data will only be stored on servers (including back-up servers) in the UK
19	How will the security of the data be ensured in transit and at rest?	Users will have different levels of access to ensure only people who need to access the data have access to it
20	Are there any prior concerns over this type of processing or any security flaws	No
21	Please tick to confirm the following statement is true:	I am assured that the personal data being processed in this project is protected in transit and at rest from unauthorised access and loss.
22	Describe how the personal data will be used to achieve your project aim	<p>Data Flow maps outline how data will be used.</p> <p>The data will be used to give us more detailed data on how short breaks are being accessed in different areas and if short breaks are being accessed as well as other KCC services.</p> <p>Providers have been informed that the new system can do some background work and is able to compare wider range factors to inform our commissioning practice.</p>

		<p>We have commissioned these grants for a period of 2 years, and we want to be able to review this data periodically to inform our commissioning practice from April 2024.</p> <p>Commissioners do not see child level data, only the provider and our management intelligence teams see this to be able to quality assure the data.</p> <p>(18.7.25 - these grants will be recommissioned for a further two years from April 2026. The data collected and the process remain the same).</p> <p>The data will be used to identify any unmet need. Commissioning will look at the needs based on factors such as ethnicity and geographical area. This gives us improved and greater intelligence to use to make a case to keep commissioning these services. It allows us to take a whole systems approach and really identify the benefit shorts breaks are having the impact of them and which children they are serving."</p>
23	How long will the data be retained for?	Core+ System retains data until a child's 25th birthday at which time the information will be deleted.
24	Is the same retention period cited in all documentation?	Yes
25	At the end of the retention period will the data be:	Deleted by processors  Deleted
26	What processes do you have in place to ensure that the retention period is adhered to?	We will have a process in place to ensure we know when the retention period ends
27	Please tick to confirm the following statement is true	I am assured that there are adequate processes in place to ensure retention periods are adhered to, in line with the Article 5 principle of storage limitation in the UK GDPR
28	Is there a KCC privacy notice for this use of personal data?	There is a published KCC privacy notice for this use of personal data
29	Please link to the draft/ published privacy notice	All providers are asked to share the following data notices with parents so that they are aware of how their data is being shared.

		<p>SEND Privacy Notice:</p> <p><a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/education/sen">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/education/sen</a></p> <p>Disabled Children and Young People's Service privacy notice:</p> <p><a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/adult-social-care-and-health/disabled-children-and-young-peoples-service-privacy-notice2">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/adult-social-care-and-health/disabled-children-and-young-peoples-service-privacy-notice2</a></p> <p>Early help and preventative services privacy notice</p> <p><a href="https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/integrated-childrens-services/early-help">https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notices/integrated-childrens-services/early-help</a></p>
30	Is there an easy read privacy notice for this use of personal data?	There is a published easy read privacy notice for this use of personal data
31	How will you ensure data subjects read the privacy notice and understand how their data will be used at the point of data collection?	<p>We will read a script and inform them of where to access the privacy notice online</p> <p>We will link to the privacy notice on our webpages</p> <p>We have an easy read privacy notice</p>
32	How will you support data subject rights	<p>We will use KCC privacy notices which explain data subject rights. We will ensure consent has been gained before sharing data with any commissioned provider.</p> <p>We will ensure clients are made aware of the Privacy notices in place.</p> <p>All providers in receipt of a Short Break Grant are asked to share the data privacy notices with parents so they are aware of how the data is being shared.</p>

		<p>We will respond to any Subject Access request.</p> <p>We will follow KCC Data Breach Process in case of any data breaches.</p>
33	What measures will you put in place to prevent data being used beyond the purposes outlined in your privacy notice?	<p>Ensure those with access to the data have read the privacy notice and are aware of the purposes it has been collected for</p> <p>Limit access to the storage location to only those who require access for specified purposes</p> <p>We have an unauthorised access policy</p>
34	Are there any current issues of public concern that you should factor in?	None
35	Consultation: Please summarise the responses of data subjects you have consulted with on the topic of this project.	<p>Engagement with data subjects was undertaken in May 2023. Responses for this centered around peoples experiences of Short Breaks, with issues relating to location and meeting specific needs of children with disabilities being a significant barrier to access.</p> <p>The use of data being used in this way was not consulted on as the Local Authority is relying on Public Interest as the reason for collecting the data to enable the development of a future sustainable strategy for this provision. It was impractical to consult with data subjects due to this reason.</p>
36	Consultation: ICT Compliance and Risk	<p>Commissioning consulted with ICT CART 12 July. The DPIA was reviewed and confirmation given that ICT CART have no concerns regarding the method of access currently in place. The identified risks were appropriate and addressed access to the system by partner organisations.</p> <p>ICT CART confirmed that they have previously completed a technical risk assessment on Access Group who are the host organisation for the Core+ system. No concerns were raised.</p> <p>There were no recommended actions from ICT CAR team.</p>
37	Consultation: Please summarise the Caldicott Guardian's response and any recommendations	<p>Katherine Atkinson Assistant Director, Management Information and Intelligence, is the Caldicott Guardian representative for CYPE and will have final sign off of this DPIA.</p>

		Reviewed and approved by Katherine Atkinson 10 May 2024
38	Consultation : please summarise the responses and recommendations of any other individuals or organisations you have consulted with.	<p>We have engaged with:</p> <ul style="list-style-type: none"> <li>- Kent Parents and Carers Together</li> <li>- Current commissioned providers</li> <li>- Jo Galvin, Senior Systems Change and Development Officer</li> <li>- Sharon Howard, Assistant Director, Strengthening Independence Service</li> <li>- Core+ Operational Group</li> <li>- Katherine Atkinson</li> <li>- Alexandra Restell Systems Training Officer.</li> <li>- CYPE IG Lead, Kelly Leeson</li> </ul> <p>At no point within any of the above engagement have any issues in relation to data sharing been raised.</p> <p>Feedback from KCC was positive on the use of the Core+ system and rationale for the collection of personal data to inform future commissioning strategy.</p> <p>Commissioned providers have raised concerns regarding our security within the Core+ system and freely given consent. We are engaging with the DPO for further advice on this.</p>
39	Are you signed up to any approved code of conduct or certification scheme?	
40	When is the processing of personal data for this project due to begin?	In less than 3 months

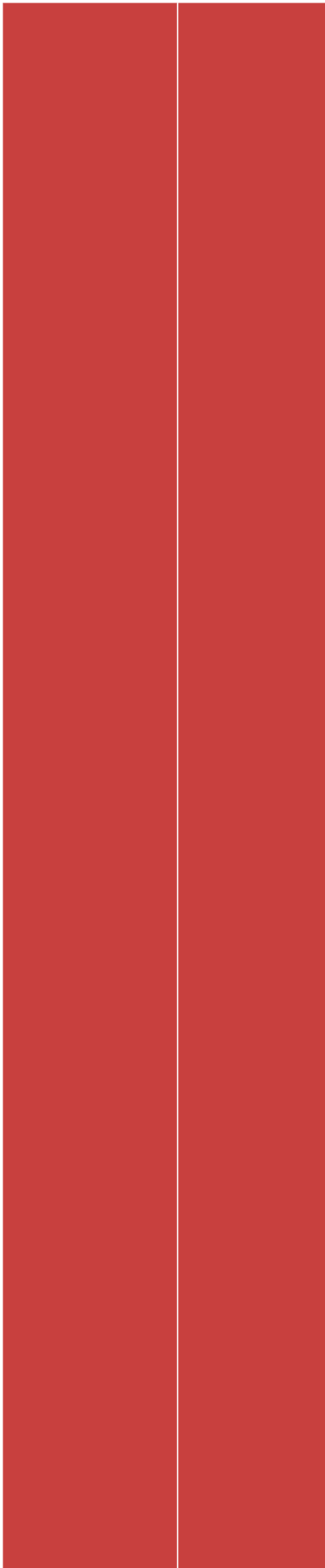


## Data Collection

Data Category	Data being Collected
Basic Data	Name
	Date of birth
	Email address
	Telephone/mobile number
	Address
	Postcode
Special Category Data	Racial or ethnic origin
	Physical or mental health
Criminal Offence Data (UK GDPR)	No data is being collected under this category
Criminal Offence Data (DPA Part 3)	No data is being collected under this category
Surveillance Camera	No data is being collected under this category

## Data Collection Questions

Data Group	Question Number	Question	Answer
Basic Data	1	The Article 6 lawful basis for this processing activity is:	<p>(a) The data subject has given consent for one or more specific purposes (eg opt in to newsletters)–(b) Processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract (eg providing a service in exchange for payment). Please note this contract must be with the data subject.–(e) Necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller. Please note you will be required to state the name and section of the legislation which gives you the power.</p>
Basic Data	2	Please outline which element of the project relies on the identified lawful basis	<p>The Service provider undertakes their own consent form which is read to data subjects and understood before signing. This includes data collection, recording and withdrawal.</p> <p>Consent is used for sharing data with the service provider and with the commissioner</p> <p>The Kent County Council (KCC) has a legal responsibility under Section 17(1) of the Children Act 1989, Section 17(11) of the Children Act 1989 defines a child in need to include all disabled children. The duty to provide short breaks for disabled children and their carers is</p>



further detailed within the Breaks for Carers of Disabled Children Regulations 2011. Section 27 of the Children and Families Act 2014 imposes a duty on local authorities to keep under review its social care provision for children with disabilities and to consider the extent to which that provision is sufficient to meet their needs.

Short breaks are preventative, family support services that are aimed at families with a disabled child, to allow them to have a break from caring. They can be at any time ranging from an hour to a day, evening, overnight or weekend depending on the needs of the family. The short break may take place in a community activity setting, a child/young person's home or other residential setting. It allows parents and carers to have a break from their caring responsibilities and gives children and young people the opportunity for a positive experience.

KCC has determined, as part of this legal duty that the provision of short break activities is necessary and has commissioned the short break activity grants application programme to allow voluntary community sector organisations to bid for grants to deliver a service on its behalf. In awarding a grant payment, KCC has given responsibility for this public task to the Provider.

In order to fulfil this obligation, KCC requires the

			<p>Providers to provide a safe and effective service. Fulfilling this responsibility requires the collection and processing of personal data.</p> <p>The service also has as a condition (under the 2018 Data Protection Act) to provide a duty of confidentiality during the processing of individuals' data. It must therefore have someone with oversight for this to ensure that the rights of the individual are upheld.</p> <p>All staff within the service have received GDPR training, new staff are made aware of the policy at inductions. GDPR training is part of our mandatory training for all staff. It is delivered through our eLearning platform that staff must complete in order to be confirmed in post. In addition, refresher training is given annually through the same platform.</p> <p>Data subjects will be provided with both verbal and written information about data collection and how data is used.</p>
Special Category Data	1	Please identify the Article 9 basis being relied upon for the processing of special category data	<p>(g) Necessary for substantial public interest (on the basis of a DPA 18 condition) and which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and interests of data subjects–(h) Necessary for the purposes of preventative or occupational medicine, for the assessment of the working capacity of the</p>

			employee, medical diagnosis, the provision of health and social care or treatment or the management of health or social care systems and services (subject to a DPA 18 condition) or pursuant to contract with a health professional and subject to the conditions and safeguards in Article 9(3)–(i) Necessary for reasons of public interest in the area of public health (subject to a DPIA 18 condition)
Special Category Data	2	If you are relying on condition (a) please state which element of the project relies on explicit consent, and outline the process you have for collecting, recording, and withdrawing consent	This condition is not being relied upon
Special Category Data	3	If you are relying on condition (b), (h), (i), and/or (j) you must also identify at least one of the additional conditions from Schedule 1, Part 1 of the DPA 2018	(2) Health or social care purposes
Special Category Data	4	If you are relying on condition (b), (h), (i) and/or (j) you must outline which element of the project relies on this condition	<p>In order to fulfil this obligation, KCC requires the Providers to provide a safe and effective service. Fulfilling this responsibility requires the collection and processing special categories of personal data. The legal basis for processing this is:</p> <p>GDPR Article 9(2)h; processing is necessary for the purposes of preventive or occupational medicine, for the assessment of the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services on the basis of Union or Member State law or pursuant to contract with a</p>

			<p>health professional and subject to the conditions and safeguards referred to in paragraph 3;</p> <p>The service also has as a condition (under the 2018 Data Protection Act) to provide a duty of confidentiality during the processing of individuals' data. It must therefore have someone with oversight for this to ensure that the rights of the individual are upheld.</p> <p>All staff within the service have received GDPR training, new staff are made aware of the policy at inductions. GDPR training is part of our mandatory training for all staff. It is delivered through our eLearning platform that staff must complete in order to be confirmed in post. In addition, refresher training is given annually through the same platform.</p> <p>Data subjects will be provided with both verbal and written information about data collection and processing.</p>
Special Category Data	5	If you are relying on condition (g) you must identify at least one of the additional conditions from Schedule 1 Part 2 of the DPA 2018	(6) Statutory and government purposes
Special Category Data	6	If you are relying on condition (g) (substantial public interest) you must outline which element of the project relies on this condition	In order to fulfil this obligation, KCC requires the Providers to provide a safe and effective service. Fulfilling this responsibility requires the collection and processing special categories of personal data.

		<p>The legal basis for processing this is: (g) Necessary for substantial public interest (on the basis of a DPA 18 condition) and which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and interests of data subjects.</p> <p>It is in the public 's interest to collect the data as required to ensure that money being spent by KCC is in line with our statutory duty and delivers outcomes that improve the lives of children and young people, whilst providing best value.</p>
Special Category Data	7	<p>If you are relying on condition (c), (d), (e), and/or (f) you must outline which element of the project relies on this condition</p> <p>Not applicable to this project</p>

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**From:** Christine Palmer, Cabinet Member for Integrated Children's Services.  
Sarah Hammond, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee

**Date:** 16 September 2025

**Subject:** LADO Education Safeguarding Service (LESAS) Annual Report 2024-25

**Classification:** Unrestricted

**Summary:** The LESAS Annual Report for 2024-25 is attached. The report provides an account of the Council's LADO Education Safeguarding Service performance from 1st April 2024 to 31st March 2025.

**Recommendation(s):** Members of the CYPE Cabinet Committee are asked to note and comment on the LESAS Annual report and its findings.

## **1. Introduction**

- 1.1 This year's annual report covers the actions from 2023-24, the merger between the LADO service and the Education Safeguarding Service (ESS), Management Information, Traded activity and recommendations for the Service moving forward.

## **2. Body of Report**

- 2.1 Please see the Table of Contents.

## **3. Financial Implications**

- 3.1 The report covers details of the income generated by LESAS from its Traded Activity.

## **4. Legal implications**

- 4.1 None

## **5. Equalities implications**

- 5.1 None

## **6. Other corporate implications**

- 6.1 None

## **7. Governance**

- 7.1 The main delegations will be transferred to Louise Fisher when she takes over as Assistant Director for Safeguarding Professional Standards & Quality Assurance in September 2025.

## **8. Conclusions**

- 8.1 In this transformative year, LESAS has demonstrated that it has been able to modernise and meet its statutory requirements in the context of a substantial increase in demand

## **9. Recommendation(s):**

Members of the Cabinet Committee are asked to note and comment on the LESAS Annual Report and its findings.

## **10. Background Documents**

- 10.1 No additional background documents.

## **11. Contact details**

### **Report Sign Off:**

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**KENT LADO EDUCATION  
SAFEGUARDING**  
ADVISORY SERVICE  
**KEEPING CHILDREN SAFE IN  
THE CHILDREN'S WORKFORCE**

**LADO Education Safeguarding Advisory Service**

**(LESAS)**

**Annual Report**

**2024-2025**

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## **1. Introduction and Context**

- 1.1 This is the annual report of Kent County Council's Integrated Children and Young Peoples Services "Local Authority Designated Officer (LADO) Education Safeguarding Advisory Service." This Service will be referred to as LESAS in the report.
- 1.2 The Kent County LADO Service merged with the Education Safeguarding Service (ESS) mid-way through the reporting period (creating LESAS) on 01.09.24 following evaluations of both the County LADO Service and ESS.
- 1.3 The identified role for LESAS is to continue and build upon the statutory LADO function for the whole of the children's workforce and support education settings (early years settings, childminders, schools, and colleges) in Kent who work with children aged 0-18 to meet their safeguarding responsibilities and respond to safeguarding concerns in line with relevant legislation, including the Children Acts of 1989 and 2004, the Education Act 2002, Working Together to Safeguard Children, Keeping Children Safe in Education, and Early Years and Foundation Stage.
- 1.4 The LESAS mission statement is provided in Appendix 1 and provides the following services:
- Undertaking the statutory LADO function for Kent Children's Workforce
  - Strategic safeguarding advice, including online safety, for education settings to support them to meet their safeguarding responsibilities via an enquiries service.
  - A timetable of core training through the academic year for Designated Safeguarding Leads and other staff in education settings which takes place either face to face or virtually (including e-learning) and as well as commissioned bespoke training.
  - Support for education settings in times of crisis and unexpected critical safeguarding incidents.
  - Targeted outreach work, including subsidised support, for education settings following critical safeguarding needs.
  - Responses to Ofsted Category 2 & 3 Safeguarding Complaints about schools and other safeguarding related Ofsted enquiries.
  - Exemplar Child Protection and Acceptable Use Policy Templates
  - A child protection newsletter for Designated Safeguarding Leads (DSLs) that is published six times a year. DSL Network meetings held three times a year in each of the four Education Areas in Kent. This is further sub divided into Primary and Secondary/Independent/Special Schools.
- 1.5 This report identifies themes from the work of LESAS and provides a medium to highlight areas of good practice and identify those areas which require continued development.
- 1.6 In summary, LESAS has demonstrated improved throughput on statutory work, lower caseloads, modernisation of the systems around budget management,

Power BI reporting and workflow Throughput. LESAS offers a comprehensive and efficient service combining statutory functions and a well-respected traded activity.

## **2. Recommendations from Previous Report 2023-2024**

2.1 The actions referred to below are taken from last year's LADO Annual Report

2.2 *Refresh the LADO "Need to Know" programme delivered via KSCMP. Content needs to be informed via data and intelligence and regularly updated.*

2.3 A new training programme was launched in March 2025 through collaboration with KSCMP, using their platform. The updated courses were fully booked.

2.4 *Data & intelligence from the LADO Service needs to inform Safeguarding Leads training.*

2.5 Themes from practice and live cases have informed the content of training e.g. ensuring that schools are aware of how to deal with urgent safeguarding situations at the end of the school day when a parent is due to collect their child. The Designated Safeguarding Lead (DSL) training that LESAS markets is updated yearly (before the beginning of Term 1) and is based on reflective changes to legislation, guidance, and case reviews.

2.6 *Bespoke training needs to be provided to education, nurseries and residential homes, fostering & children's homes.*

2.7 LESAS offers a comprehensive suite of training to settings. Settings can contact LESAS and request bespoke training on a range of topics including safeguarding and child protection, online safety, allegations, and safeguarding reviews. See action point 6 below for the full range of services provided by LESAS.

2.8 *The LADO Service needs to develop an awareness-raising campaign for the public.*

2.9 Identifying referrals from parents has been challenging, partly because some use the professionals' form, complicating data collection and leading to underreported numbers. The LESAS offer is available on the KSCMP website and has been widely distributed to relevant organizations. Updating the Kent County Council public website is necessary to clarify referral procedures, as done on the KSCMP site. Additionally, the parental referral process will be reviewed for accessibility, potentially via a Microsoft Form, and its effect on referral rates will be monitored.

2.10 *The LADO Service needs to develop an awareness-raising campaign for all faith groups.*

2.11 One of the LADO Education Safeguarding Advisors has been appointed to be the Faith group lead. They attend the National LADO Network meeting regarding faith groups. The referral data from faith groups will be examined further in the report.

2.12 *The actions identified in the re-evaluation of the LADO Service and the Education Safeguarding Service are to be implemented.*

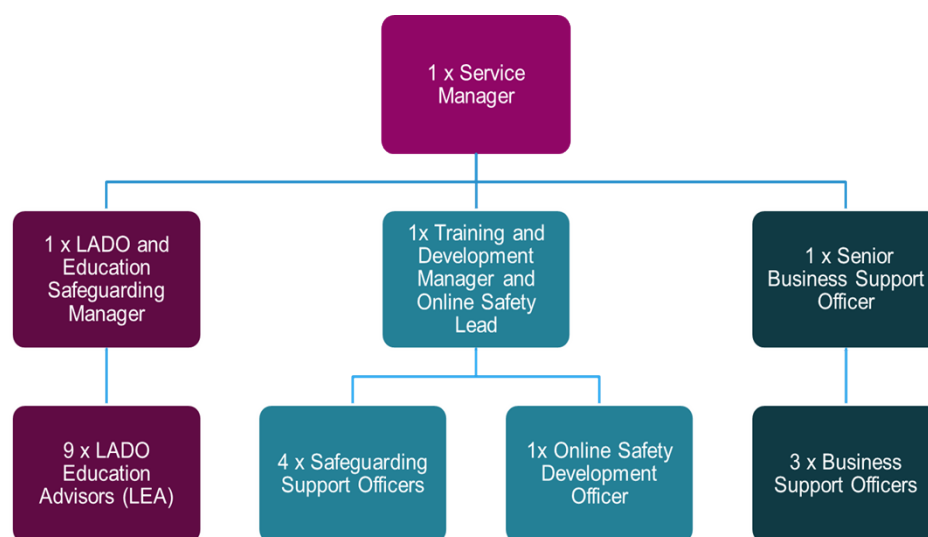
2.13 The ESS and LADO were evaluated by Leemya McKeown and Gavin Swann, using management data, organisational toolkits, and staff input. As a result, LESAS was established on 01.09.24.

2.14 *A Task and Finish group chaired by a senior leader is to be established to implement the strategic objectives of the LADO Service.*

2.15 Since September 2024, an action plan steering group and two subgroups have overseen LESAS objectives.

- LESAS Action Plan Steering Group, chaired by the Assistant Director, meets monthly to review overarching goals.
- QAF & Process Mapping Sub-group, led by the Service Manager, meets every three weeks to discuss KPIs, best practices, and workflows.
- Education Safeguarding Activity & Outreach Sub-group, also chaired by the Service Manager, meets bi-monthly to evaluate marketing strategy and statutory links via LADO and the Front Door.

2.16 *The LADO service needs to have a review of its staffing capacity to ensure it can undertake its statutory role effectively.*



2.17 Staffing capacity was reviewed as part of the LESAS merger. The team now consists of experienced social work and education professionals, supported by a business support team led by a Senior Business Support Officer (SBSO) and three Business Support Officers (all FTE).

2.17.1 A competitive process during the merger led to the creation of the LADO Education Safeguarding Advisor (LEA) role, requiring a social work qualification and five years' experience. There are 9 FTE LEAs, managed by 1 FTE LADO and Education Safeguarding Manager.

- 2.17.2 The Training and Development Manager (1 FTE) remains unchanged and oversees 4 Safeguarding Support Officers and a 0.8 FTE Online Safety Development Officer. Oversight for LESAS is provided by a Service Manager, with a new appointment made from 21.10.24.
- 2.18 *There needs to be a modernisation of the Management Information systems that the LADO Service uses.*
- 2.19 There have been significant improvements during the reporting year regarding the quality of data captured in the LADO function. The Allegations workspace part of Liberi has been improved to enable comprehensive recording of data on each individual referral. A new referral form has been developed and launched in December 2024. This has benefits from the previous form, because now all the data is captured in one place rather than having to use additional documents, tabs, and forms to record essential information such as allegation types, outcomes, and employment information. The questions within the new form are mandatory, which takes out any element of human error of the user not remembering to fill out all the sections.
- 2.19.1 The quality of data captured in the LADO function has improved significantly this year. The Allegations workspace in Liberi now allows all referral data to be recorded in one place. A new referral form, launched in December 2024, ensures all essential information is collected via mandatory questions, reducing the risk of human error. The journey of referrals can be followed, and this has contributed to better throughput as the new form is more user friendly and efficient.
- 2.19.2 The new form has also enabled reporting to Power BI to be more meaningful and accurate, and staff are now using Power BI.
- 2.19.3 A new SharePoint system was created. This enabled new ways of tracking Ofsted enquiries, child death processes, fostering checks, Freedom of Information requests and Data Subject Access Requests. In addition, trackers have been streamlined to capture data which the service requires.
- 2.19.4 It is anticipated that as these new systems and performance focus embeds, more information can be analysed and inform practice.
- 2.20 *The LADO Service needs to develop and introduce a set of Key Performance Indicators (KPI's).*
- 2.21 Through work with partners, stakeholders and staff, the service has developed a set of KPIs. These KPI's are:
- Ofsted Category 2 & 3 complaints will be completed within 40 School days.
  - Responses to online safety and education safeguarding enquiries to be completed within five working days.
  - Responses to LADO referrals will be completed within 1 working day.
  - Responses to LADO enquiries will be completed within 2 working days.



- LADO Education Safeguarding Advisors (LEA's) oversight of Internal Investigations will be recorded by the tenth working day of the investigations being advised.
- LEAs will request an update every 90 days from the Police in respect of ongoing investigations/internal processes of staff in the children's workforce.
- The service will complete 50 Safeguarding Reviews of settings within the financial year.
- 90% of referrals accepted by the LADO as meeting the Harm Threshold will be completed within 90 days.
- All schools in Kent will be invited to DSL Network Meetings. The KPI will be 75% of schools invited will attend the Network Meetings
- At least 90% of learner evaluations for core and custom training, as well as safeguarding reviews, will be rated good (4) or excellent (5) on a scale from 1 (very poor) to 5 (excellent).
- LADO statutory work feedback should be rated as good or excellent: "Please rate the advice from the LADO on a scale of 1 (very poor) to 5 (excellent)."

2.22 *The LADO Service needs to cleanse its data quality issues so that there is confidence in the data and Power BI as its main source of Management Information*

2.23 Please refer to point 2.18 – 2.19.4

2.24 *Staff in the LADO Service need to have the right equipment and office space to be operationally efficient.*

2.25 In November 2024, LESAS audited all computers, phones, screens, projectors, and related equipment to ensure staff were properly equipped and any gaps addressed. Office work remains hybrid.

2.26 *The LADO Service needs to increase its strategy and awareness in terms of alignment with the Front Door, how it reviews its specialist roles, its analysis of training delivery and how it uses data/intelligence to target resources.*

2.27 As mentioned above in Action Points 2 and 7 there has been regular contact made with colleagues from the Front Door. LESAS is part of the operational group at the Front Door. Front Door colleagues are regular presenters at DSL network meetings to share good practice and developments.

2.27.1 As part of the Front Door operations group, LESAS has been able to receive data in a timely way, which can then inform practice and target outreach. The Front Door operations group has also presented opportunities to promote LESAS to partner agencies and make them aware of the LESAS offer and training. The operations group is also attended by visiting speakers who have also been made aware of the newsletter that goes out to school DSL's and our wider services too.

2.28 *The LADO Service will quality assure its work through Peer Review, Audit and Feedback.*

2.29 During the reporting year, the LADO and Education Safeguarding Manager developed a partnership with Lancashire County Council as they are a similar large, two-tier local authority. In May 2024 colleagues from Lancashire LADO travelled to Kent to undertake Peer auditing with Kent with a specific focus on thresholds, responses to referrals, and ensuring that work is of excellent quality and timely. A joint team meeting was also held.

2.29.1 The LADO and Education Safeguarding Manager has worked with MIU to produce a specific LADO audit tool on Liberi.

2.29.2 Feedback is received from learners of all our training courses. Course evaluations are gathered over an academic year basis to ensure training reflects the national statutory safeguarding guidance in place for education settings. Please see the traded activity section below for a detailed overview of the feedback received from the training courses facilitated by ESS/LESAS in 2024-25.

### **3. Management Information**

#### **LADO Activity**

3.1 The LADO Service in Kent is underpinned by statutory guidance notably 'Working Together to Safeguard Children' 2023, specifically revised following the publication of the 'Child Safeguarding Practice Review Panel report' (2023) into the settings run by the Hesley Group. This updated guidance sets out that Local Authorities should have a Designated Officer (LADO) to be involved in the management and oversight of allegations against staff working within the Children's Workforce. The legislative framework is also reflected in the Children Act 2004. The Kent Children's Multi Agency Partnership (KSCMP) publishes local guidance on allegations management procedures.

3.2 Nationally, all agencies and settings providing services for children, or employ staff or volunteers working with children, are required through Working Together (2023) to have and to implement procedures for responding to allegations against staff members and adults in positions of trust, whether paid or voluntary. The definition of 'working with' children is an adult who is working or volunteering with children, anyone under the age of 18 years old, or in contact with children through work on a regular basis and would be seen as being in a position of trust over them. In addition, this would also apply to someone under eighteen in the same position, for example, a seventeen-year-old teaching a musical instrument or instructing a group. The LADO remit was traditionally person specific, but as the role evolved and learning taken from various reviews, it is now expected that the LADO is conscious of the wider safeguarding measures employers have in place.

- 3.3 Nationally, all agencies and organisations working with children must have procedures to respond to allegations against staff or volunteers, as required by Working Together (2023). This includes anyone in a position of trust over children under 18, whether paid or voluntary. The LADO's role, while initially person-specific, now also considers broader safeguarding measures within organisations.
- 3.4 Working Together (2023) provides the Harm Threshold applied when an allegation is made against a member of the children's workforce and it is believed the individual has:
- Behaved in a way that has harmed a child or may have harmed a child.
  - Possibly committed a criminal offence against or related to a child.
  - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
  - Behaved in a way that indicates they may not be suitable to work with children.
- 3.5 LESAS accepts referrals related to this LADO Harm threshold and progresses these as allegations. LESAS undertakes enquiries and consultations supporting employers to assess staff practice, which may sit just outside of this threshold, around areas such as quality of care, professional conduct, and practice.
- 3.6 Working Together (2023) outlines the Harm Threshold for allegations against children's workforce members, to include behaviour that harms or may harm a child, potential criminal offences, actions suggesting risk to children, or indications of unsuitability to work with children. LESAS accepts referrals meeting this threshold and supports employers with enquiries about practice concerns just outside it, such as quality of care or professional conduct.
- 3.7 In education services, the LADO Service follows Keeping Children Safe in Education (KCSIE) guidance, updated annually, for managing allegations against staff in schools and colleges. Alongside statutory guidance, rules under the Childcare Act 2006 address situations leading to disqualification from work in domestic settings, including risk by association.
- 3.8 The KCSIE guidance outlines the requirement of a LADO to oversee an allegation management process that is effective and transparent whilst ensuring accurate records of the process are maintained. The LADO's first consideration is always to ensure children involved in an allegation are appropriately safeguarded. The LADO will also consider the safety of other children who could encounter the adult, whether that is at the setting they work in, or children in the person of concern's own family.

## **The Statistical Report**

- 3.9 The LADO section of LESAS manages two main tasks: Enquiries and Referrals. This year, the Kent LADO Service and Education Safeguarding Service (now LESAS) processed 5,476 enquiries (excluding Ofsted cases) and 1,851 referrals.

### **Enquiries**

- 3.10 An Enquiry is when professionals, often line managers or employers, question whether a formal referral should be made to the LADO Service. Professionals making enquiries want advice and guidance in exploring alternative options such as using the organisation's own HR processes, signposting to other services or submitting referrals to the Front Door or to the LADO Service.
- 3.11 A LEA is rostered to function as enquiries officer each day. This process enables settings to make enquiries without naming an individual and get advice on the harm threshold. The enquiries process enables agency checks to be made. Enquiries can be made about individuals by Ofsted in relation to prospective children's home managers or child minders, and by independent or in-house fostering services in relation to prospective or existing foster carers. Settings enquiries include Ofsted, or the Inspectorate for Independent Schools (ISI) inspection queries, and complaints about schools received by Ofsted or the Department for Education. 610 threshold enquiries were received by the former County LADO Service between April – August 2024. 1082 calls were received by the Advice Line run by the former ESS between April – July 2024.
- 3.12 When LESAS was formed in September 2024, the enquiries process was changed to combine strategic education safeguarding and online safety enquiries and those relating to the LADO process. A new Microsoft form was developed to accommodate these enquiries, and this was shared with settings so that they can use the form directly to contact LESAS and receive a response back via email containing our advice for their records. The new form is not used for Ofsted queries as Ofsted tend to contact the service via email. The new form took time to embed as settings got used to a new process. This may account in part for the rise in referrals in the Autumn of 2024 as settings were unsure how to use the enquiries process as an alternative. Despite this being a new process, which was not advertised in advance, 1749 enquiries were received via the new form from September 2024 to March 2025 inclusive. It is difficult for LESAS to compare this year's data with previous years as the service is no longer directly comparable. The advice and support line has closed and child specific advice which used to be available is no longer available.
- 3.13 LESAS has a commitment to sharing information about individuals and settings for the purposes of safeguarding children. LESAS has contributed to this by running checks on 363 foster carers and those applying to become foster carers. In addition to this, LESAS responded to 29 requests made by the Disclosure & Barring Service (DBS) about individuals. LESAS has

responded to four requests made by the ISI. These checks to enable partner organisations to make informed judgments about safeguarding especially where there are significant concerns about individuals. In 2023-24 there were 663 foster carer applications and other safeguarding checks. It is felt that the new systems in place are contributing to a more streamlined and efficient service, and processes are not being duplicated. Some agency checks are now dealt with through a new Microsoft Form which LESAS has created.

3.14 LESAS managed 36 Subject Access Requests (SAR) in this reporting last year, complying with data protection laws. Common themes include individuals referred seeking clarity on their records and incomplete communication from employers regarding LADO referrals, outcomes, and future implications. LEAs continue to encourage employers to provide feedback and later in this report, in the complaints section, this is discussed further. LESAS also processed 6 Freedom of Information (FOI) requests, some partially answered or exempt. Certain queries are challenging to resolve within statutory deadlines. In 2023-24 there were only 16 FOI and SAR requests combined, the increase can be explained through more people being aware of LESAS and this will need closer monitoring due to resource and time implications.

## Referrals

3.15A Referral received via the Portal (professionals must refer via the portal); although parents have the option to use a LADO referral form and send it in via email.

3.16 Referrals can be recorded as an allegation which reaches the harm threshold. If it does not reach the harm threshold, the matter can be recorded as a Consultation (not to be confused with an enquiry, which was explained earlier). This is typically advice, signposting, or a risk assessment.

3.17 As mentioned above, the LADO Service received 1851 referrals in the reporting year. This is a 21% increase from 2023-2024 where 1458 referrals were received and a 31% increase from 2022-23 when there were 1270 referrals.

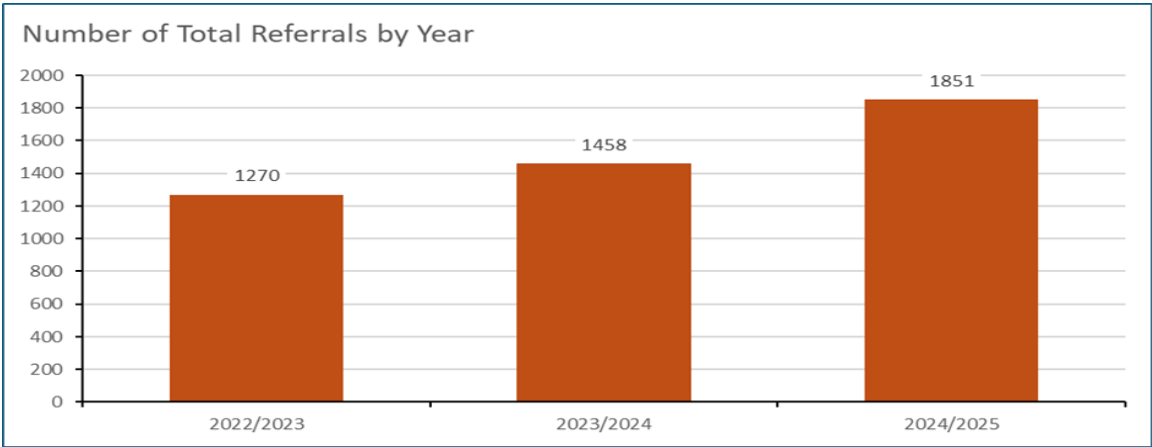
3.18 **Table 1** below helps to illustrate this increase. LADO services across England and Wales, have seen increases and it is usual for Kent and most local authorities to see increases. This year 9 local authorities have seen an increase ranging from 13% - 75%. Therefore, Kent is seeing an average increase. Increases in LADO activity has been typical in England since the Pandemic. This is partly explained by high profile national cases involving professionals causing harm to children e.g. Lucy Letby and Roksana Lecka, which have meant that the role of LADO has been highlighted to the public and awareness has been raised.

3.19 This in turn has led to increased contacts and referrals from parents and members of the public. One local authority has reported a decrease in

referrals, and this is thought to be due to a roll out of a new LADO awareness training programme. In Kent we have noticed a decrease in the ratio of Early Years referrals that lead to an allegation that meets the LADO harm threshold.

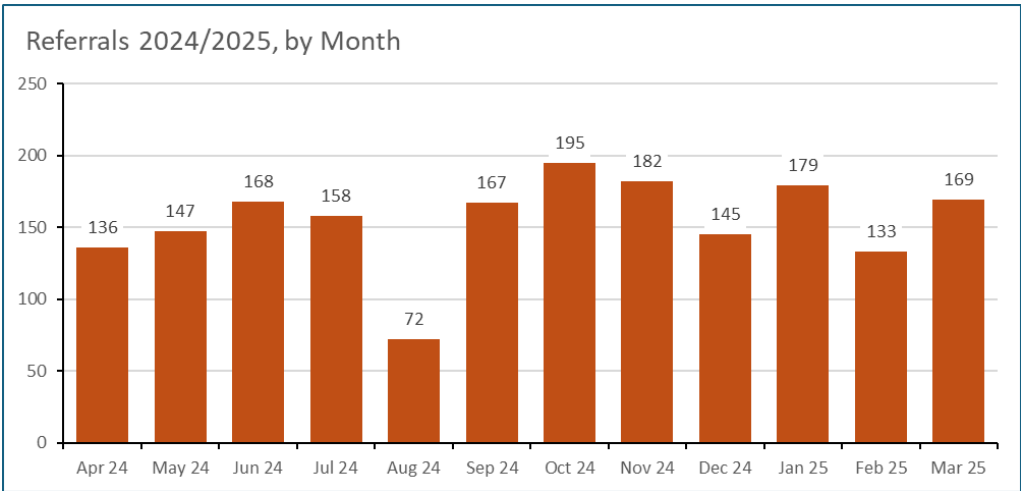
3.20 This may be explained by the number of referrals received being around staff handling and not clear allegations of harm. Kent’s new “LADO need to know” programme was launched in March 2025, so the impact of this can be analysed in next year’s report. It is possible that if partners could be more confident in recognising a low-level concern and not submitting an unnecessary referral that referral rates could stabilise or reduce.

Table 1



3.21 **Table 2** looks at referral numbers in each month. It is noticeable that there are less referrals when schools are on holiday in August and December. The publicity following the creation of LESAS may explain the high level of referrals in October and November 2024. During this time, the new enquiries process was still embedding, and professionals needed to use an electronic form rather than speak to an Education Safeguarding Advisor or email which was a change in practice.

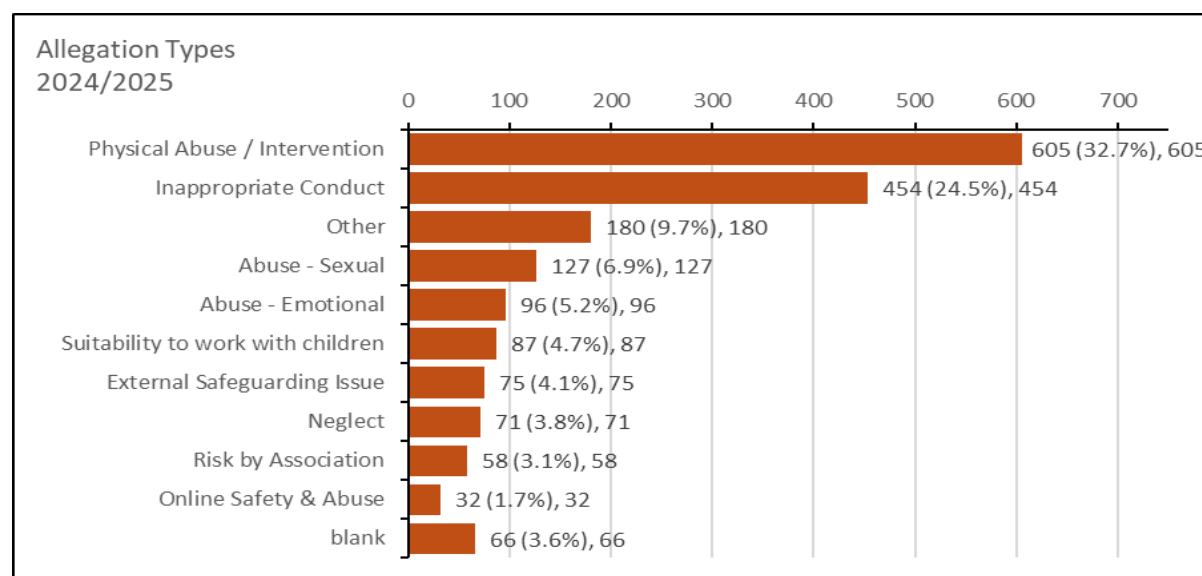
Table 2





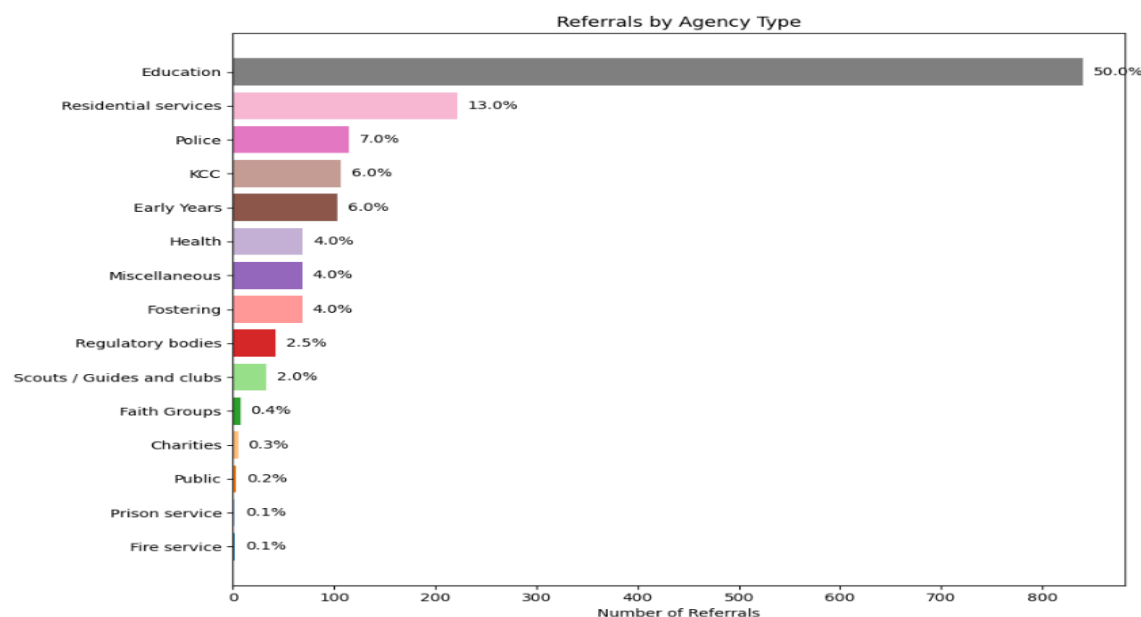
3.22 **Table 3** identifies the different allegation types referred to the LADO. Physical Abuse/Physical Intervention remains the highest allegation category. This has been the case for a number of years not just in Kent but nationally. Inappropriate conduct allegations remaining very high as they were last year. The 3.6% of referrals which show as blank in this graph, simply represent the fact that those cases were ongoing at the time the data was taken from Power BI in readiness for the preparation of this report. It is usual to have cases that continue from one financial year to the next as some investigations, especially those involving the police investigations take a long time.

**Table 3**



3.23 **Table 4** shows the range of agency sectors who make referrals to the LADO. Education providers make half of all referrals. This is anticipated as education is usually the highest referring agency type in Kent and nationally. There are more than 800 schools in Kent County Council's area, so this is the largest setting type. Early years settings made 6% of all referrals. This figure appears quite low given the number of setting in Kent (637 nurseries and preschools and 577 home based child care services), and LESAS are looking into engaging more with early years settings and providing them with more training and DSL Network meetings to ensure they are aware of the LESAS offer and compliant with statutory expectations. The impact of this work can be assessed in future financial years, and it is important to note that children in early year settings are often unable to verbalise allegations in contrast to older children who attend school. Looking forward LESAS will be launching an area-based outreach model which can use the intelligence from the Front Door to target resources at settings who make high levels of referrals.

Table 4

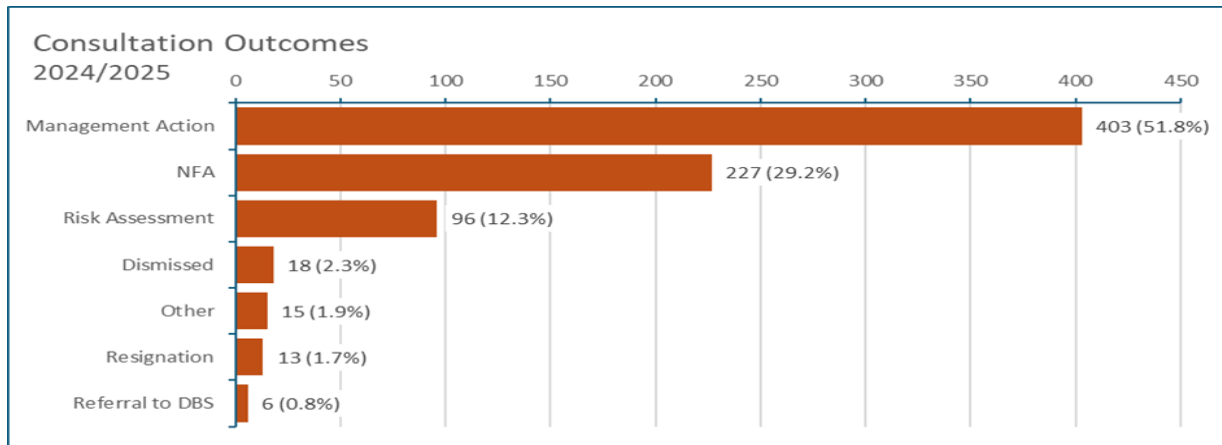


3.24 Health referrals also appear low, and we have been in contact with colleagues in the NHS to promote our training offer to attempt to increase knowledge of the referral process. Aside from this, there are referrals from a wide range of agencies including Kent Fire and Rescue, who have not routinely made referrals previously. This followed some outreach work. Very few referrals are made by faith groups, and this is a national trend. The National LADO Network (NLN) have set up a focus group to look at how LADOs can be more accessible and known by various faith groups. LESAS are taking part in this work and a LEA has been recently selected to represent Kent County Council at this focus group.

3.25 **Table 5** shows the number of referrals received that were treated as consultations, this was 768 out of 1851 (42%). Consultations are referrals that do not meet the harm threshold. These can be dealt with by recommending management actions, as opposed to further risk assessment. Management actions include undertaking reflective supervision and additional training or support for staff. This may include debriefs following physical interventions that have not reached the harm threshold, for example. This can provide learning in relation to de-escalation techniques and exploration of how things may have been managed differently. Given 42% of referrals to LESAS are treated as consultations which is higher than last years figure of 33%. This indicates that the levels of referrals meeting the harm threshold has been reduced. LESAS has introduced a new system of electronic enquiries and referrals and removed the telephone line. It is the case that some referrals should have been submitted as an enquiry as a referral was not needed.



**Table 5**



3.26 **Table 6** shows the allegation outcomes for this reporting year. 560 of the 1851 (30%) referrals progressed to an allegation meeting the threshold of harm. Last year's report noted that there were 391 out of 1458 (27%) so there has been a slight rise. The most common outcome has been unsubstantiated. Unsubstantiated means that it cannot prove or disprove whether something has occurred, but these matters are followed up with management actions., Substantiated concerns means that an investigation has been able to determine on the balance of probability that a concern has occurred. Just less than a third of concerns are substantiated and many of these result in management actions to improve practice, rather than dismissals, which indicates the levels of concern can be managed. In conclusion in 2023-24 9% of referrals resulted in substantiated concerns which is the same as this year's percentage. 135 from 1458 = 9% and 160 from 1851 = 9%

**Table 6**



## LEA caseloads and breadth of work

- 3.27 There are now 7.8 Full time equivalent (FTE) LEAs sharing the LADO duty as opposed to 6 before the restructure increasing the service capacity. This has resulted in lower, safer caseloads for all and improved throughput within individual cases which in turn has reduced the level of drift. The average caseload in the former LADO service in April 2024 was 57, with caseloads of up to 84. By March 2025, the average caseload had reduced to 36, with the highest caseload being 55. This means that LEAs have time and space to fulfil the education safeguarding aspects of their roles including safeguarding reviews and training.
- 3.28 A new area-based outreach model will launch in early summer 2025 to strengthen engagement with education providers and local communities. LEAs will be assigned to county areas aligned with Assistant Directors of Education (ADEs) and Safeguarding Support Officers (SSOs), fostering stronger relationships between educational settings and LESAS personnel. This approach aims to improve outreach, increase awareness and uptake of LESAS services, and deliver targeted advice as needed. The council's area will be divided into quadrant areas to facilitate this process. Next year, LEAs will deliver the QAF for family hubs, leading interviews with district managers to ensure safeguarding arrangements are robust and recommending improvements as needed.

## Ofsted/DfE Complaints against Schools and other Ofsted Enquiries

- 3.29 During 2024–25, LESAS coordinated responses to Ofsted and Department for Education (DfE) safeguarding complaints and enquiries about schools and other educational settings. Ofsted classifies complaints into three categories:
- Category 1: Handled by the Front Door Service
  - Category 2: Addressed by the LADO via LEAs
  - Category 3: Provided as information to the DCS office and addressed by LESAS or ADE School Improvement
- 3.30 Ofsted also contacts the LADO service for other matters, such as pre-inspection data for inspections, settings, and individuals.
- 3.31 The SBSO improved Ofsted-related processes by creating a new Business Support guide and clarifying category handling, which earned positive feedback from external stakeholders.
- 3.32 In September 2024, the service merged ESS and LADO systems to centralise Ofsted/DfE complaint and enquiry tracking, providing combined data for September 2024 to March 2025. **Table 7** below reflects ESS, LADO, and LESAS records for this period.

**Table 7**

Category/Complaint type	Number recorded
1	8
2	29
3	284
Multiple categories	40
DfE	22
Other Ofsted enquiries	46
<b>Total</b>	<b>429</b>

3.33 From April 2023 – March 2024, ESS recorded 246 category 3 complaints and 10 DfE complaints.

3.34 In comparison for April 2024 to March 2025, the services recorded 284 category 3 complaints and 22 DfE complaints; for category 3 complaints, this is an increase of 15% and for DfE complaints, an increase of 120%. These figures indicate a notable upward trend in both categories, with DfE complaints showing a particularly sharp increase. This however is likely to reflect the fact the LESAS service is now the central point for DfE complaints now the services have combined. The previous model was not effective in capturing all data.

3.35 The number of Category 3 complaints has continued to rise on an annual basis as described in **Table 8 below**; this may reflect increased awareness of the Ofsted complaints with the public, improved reporting mechanisms, or potentially growing safeguarding concerns. Whilst historical data was previously reported by academic year (making direct comparisons with the current financial year challenging), the upward trend remains evident. The year-on-year rise for 2023-2024 and 2024-25 is smaller than previous increases. This is due to the shift in reporting format from academic to financial year which may obscure seasonal peaks typically seen in school-based data. Despite this, the overall trajectory confirms a sustained increase in safeguarding-related concerns being raised and logged under Category 3.

**Table 8**

Total number of category 3 complaints recorded by ESS per academic year	Total
2018-19	185
2019-20	96
2020-21	100
2021-22	181
2022-23	307

## Learning from Corporate Complaints

- 3.36 Eight corporate complaints have been received during the reporting period. One complaint related to the former Education Safeguarding Service and the rest relate to the LADO function. A consistent theme has been apparent in four of the complaints received that persons of concern had complaints which had arisen from them either not understanding the outcome of the referral or the consequences of what might occur arising from that. Examples, of this have included that referred persons have not understood that concerns may be passed forward to prospective employers and this has led to distress when this has happened.
- 3.37 We have taken learning from this to ensure LEAs advise employers to make those referred aware of referrals made, the outcomes of these and ensure they understand how information about them could be used in future.

#### 4. Traded Activity

- 4.1 Since 1999, ESS has provided safeguarding training, guidance, advice and support to Kent schools and early years providers. ESS was transferred to The Education People in September 2018 until its return to KCC in April 2023, where its model of support had focused on fulfilling a core contract with Kent County Council and developing its traded services.
- 4.2 **Table 9** shows the income for the reporting year. The realigned LESAS income target for traded activity for 2024-2025 was £449.3K. The income achieved was £57.1K under target.

**Table 9**

2024-25 Actuals	Total
Income from Academies	£96.9K
General income Fees & charges	£158.1K
Income from KCC Schools	£137.2K
TOTAL	£392.2K

- 4.3 Significant improvements were also made to financial systems and processes. The SBSO introduced a new income tracking model, consolidating six legacy workbooks into a streamlined tool that supports forecasting and reporting. Over £28,000 in outstanding funds was recovered, and revised finance forms were developed to improve data accuracy, budget compliance, and reporting clarity. These systems had not previously been in place under the ESS structure and were developed to meet LESAS-specific needs. Purchase order coordination was also strengthened, with documentation and vendor engagement processes established to support consistency and transparency.
- 4.4 Income from traded services, particularly training, fluctuates significantly throughout the academic year. Peaks typically occur in September and during term-time, while income drops sharply during school holidays. This academic-year alignment makes financial forecasting more complex, as it does not follow the standard financial year cycle. At this stage, the impact of

the merger on meeting financial targets is yet to be released although the financial target has been reduced due to staffing realignment and recruitment which has involved appointment of a Senior Business Officer with a finance background.

## Training

- 4.5 Between April 2024 and March 2025, LESAS continued to deliver a diverse and responsive training programme across Kent's education sector, supporting both statutory safeguarding responsibilities and professional development. The LESAS traded training offer comprises of a core training programme for DSLs in schools and settings, bespoke staff safeguarding training and eLearning courses for staff, to meet the education sectors diverse learning needs.
- 4.6 During this period, a total of 1,501 learners attended LESAS core training courses. Of these, 1,115 (74%) participated in school-focused courses, while 386 (26%) attended early years-focused sessions. This distribution reflects strong engagement from the school sector and highlights a continued need to address access barriers for early years settings. There is no direct comparison available from the data for 2023-24 but from September 2023 to March 2024 only 17% of core training courses were attended by EY settings.
- 4.7 In addition to core training, 76 bespoke training sessions were delivered to schools, colleges, early years settings, and KCC teams. These tailored sessions were designed to meet specific organisational needs and reinforce safeguarding practice in context.
- 4.8 LESAS also saw continued uptake of its digital offer, with 749 eLearning courses purchased during the reporting period. Of these, 478 (64%) were school-focused and 260 (35%) were early years-focused. In 23-24, ESS sold 505 eLearning courses; 314 (62%) were school-focused and 191 (38%) were early years-focused. eLearning course purchases rose by 48%, climbing from 505 in 2023-24 to 749 during the current reporting period. This significant growth underscores a rising demand for flexible and accessible training formats. It also highlights a strategic opportunity to deepen digital engagement, particularly with early years providers, where uptake, though growing, remains proportionally lower than school-focused courses.
- 4.9 The percentages of participants rating core training as good or outstanding (4 or 5 out of 5) during the reporting period are:
  - Quality of content: 98%
  - Quality of delivery: 96%
  - Achievement of learning outcomes: 98%
- 4.9.1 "I have attended the refresher course before. I found today even more informative."
- 4.9.2 "Having completed many of these, this was one of the better ones in terms of content and delivery."

- 4.9.3 “This is the best DSL Refresher I have attended. It did not spend too long going over old ground and the pace of the session was good. There were plenty of examples and discussions that were relevant to our school and its students. The topics were covered in a way to make you reflect on your practise. Definitely a worthwhile course.”
- 4.9.4 “I have been to safeguarding training a few times and I think this was the best delivery and content I’ve had. Thank you”
- 4.9.5 “Brilliant course, delivered by people who clearly knew how to engage the group, were passionate about their subject areas and were experts in their field!”
- 4.10 LESAS bespoke training received 100% good or outstanding (4 or 5 out of 5) ratings for content quality, delivery quality, and learning outcomes during the reporting period.
- 4.11 LESAS continues to provide quality safeguarding training, reviews, and consultancy in line with statutory and Kent-specific requirements. However, competition is rising as other national organisations and consultants offer cheaper, flexible services. Schools and early years settings are increasingly considering these alternatives for their cost and flexibility. To stay competitive, LESAS is investing in marketing, updating its training, and boosting outreach and visibility.

### **Sector Led Improvement Programme (SLIP)**

- 4.12 During 2024-25 LESAS took the initiative in developing KCC’s response to the Department for Education (DfE) Sector Led Improvement Programme (SLIP). This is a revenue earner from the DfE using Kent’s position as an Outstanding local authority helping other local authorities with their improvement journey. LESAS took forward 2 projects with Brighter Futures for Children/Reading (Front Door) and the Isle of Wight (Unaccompanied Asylum-Seeking Children) in 2025.
- 4.13 LESAS claimed £101,979.72 from DfE for its SLIP work in 2024-25. This income meant that LESAS overachieved its income target of £44.8K when combining SLIP income with income from training and products. Given that this is such a significant revenue stream, LESAS is keen to cultivate its work with DfE and SLIP into 2024-25. It is not possible to confirm what the DfE’s arrangements will be for SLIP in 2025-26 which is a risk given the value of this work.
- 4.14 **Table 10** shows the Safeguarding Reviews that were completed during the reporting period. LESAS conducted 32 safeguarding reviews across education settings. While this may appear modest in volume, the figure reflects a strategic focus on capacity building, particularly the upskilling of inexperienced staff in the education safeguarding function. This required



shadowing opportunities, which led to dual staffing on reviews, but all reviews requested by settings were fulfilled.

**Table 10**

Type of Review undertaken	Number
Early years safeguarding review	3
Online safety review	1
School safeguarding review	24
Monitoring review	4
<b>Total</b>	<b>32</b>

4.15 The reviews were well received by schools and settings, offering valuable insights into safeguarding practice. They were not only compliance checks but also aimed to assess whether children were being safeguarded in the most effective way possible. All the reviews were requested by the settings themselves.

4.16 LESAS ensures that each review is thorough, reflective, and contributes to ongoing improvement in safeguarding practice across Kent's education sector by offering setting specific recommendations. We have received some positive feedback on the reviews undertaken:

4.16.1 "Firstly, thank you for your time on Monday. We got a huge amount out of it and found it massively beneficial."

4.16.2 "In a recent conversation with (Headteacher at another school) she spoke very highly of your recent visit and the positive impact it had on their safeguarding practices. With that in mind, I was wondering if you might be available to visit my school to carry out a similar review."

## **5. Summary and Conclusions**

5.1 In this transformative year, LESAS has demonstrated that it has been able to modernise and meet its statutory requirements in the context of a substantial increase in demand. The service reorganisation and recruitment has meant that the staff group have been able to respond to the challenging environment, and this has been aided by the refinements to management systems, and the development of Power BI performance tools. Specifically, LESAS has demonstrated operational resilience and adaptability throughout this transition, maintaining consistently high standards of safeguarding delivery. Training feedback produces consistently high satisfaction rates (98–100%) across core and bespoke training delivered through the traded arm.

5.2 The implementation of enhanced systems, particularly the redesigned Liberi referral form and Power BI dashboards, has markedly improved data integrity, throughput, and service efficiency. The establishment of defined Key Performance Indicators and strengthened quality assurance mechanisms has reinforced accountability and performance oversight.

- 5.3 Including SLIP activity, LESAS exceeded its income target by £44.8K. SLIP work enhances Kent's national reputation, supports partner authorities, contributes to national improvement initiatives, and establishes the Service as a sector-leading model.
- 5.4 This report also highlights key areas for improvement. Early Years is a particular area for further focus. Evidence from the past 3 years of LADO referrals indicates 7% of all referrals are from EY settings. However, there is a decrease in the ratio of those referrals leading to an allegation that meets the LADO harm threshold; this may be explained by the number of referrals received being around staff handling and not clear allegations of harm.
- 5.5 Another challenge identified from EY data is the lower level of Designated Safeguarding Lead training (new to role and refresher) accessed by EY settings compared to schools. Between January and April 2025, 587 learners attended DSL training facilitated by LESAS only 14% of these learners came from EY settings. Additionally, only 3 Safeguarding reviews were completed with EY settings between September 2024 and April 2025 and demand for the other traded products LESAS produce is low from EY settings. It is cited that EY settings struggle financially to afford the cost of training and the need to maintain strict child to staff ratios reduces the ability to send staff on training. LESAS operates a traded model and receives no dedicated funding. The challenge for LEAS is that although the offer is available this is not being widely taken up which in turn affects the ability to keep younger children safe in early years settings as effectively as we are with school age children. This is a concern and informs our future focus.
- 5.6 This identified underutilisation of LESAS potentially undermines the system's ability to detect harm and intervene early. Better engagement with LESAS could increase the number of safeguarding referrals, enhancing safety within provisions, and identifying where parental harm is more likely the root cause of challenges rather than SEND.
- 5.7 LESAS also recognises that the transition to the new enquiry form has led to uncertainty amongst some professionals. Complaints also reveal that some referred individuals experienced distress, and they could have been better informed of outcomes and implications of investigations. Looking forward, LESAS will be guided by a clear strategic vision, a resilient operational framework, and a resolute and fully staffed workforce committed to safeguarding children through collaborative, professional, and purposeful practice.



## 6. Action Plan 2025-2026

Objective	Action	Owner	Time line	Success indicator
The Service will increase the accessibility of LADO referrals for parents and the public by reviewing and streamlining the parental referral process, ensuring at least a 10% increase in parental referrals compared to 2024-25 baseline.	Evaluate, redesign, and implement a simplified parental referral process (e.g., via Microsoft Form), then monitor changes in referral rates.	LADO & Education Safeguarding Manager	Dec 2025	Parents report improved understanding and accessibility; documented increase in parental referral numbers; website content updated for clarity.
Ensure all LESAS service areas meet or exceed 80% of Key Performance Indicators by 2026, with quarterly reviews to monitor progress and address underperformance.	All parts of LESAS will collect and report KPI data, with quarterly management information reviews to identify achievements and areas for development.	LESAS Service Manager	March 2026	KPI targets achieved in all service areas; staff survey demonstrates clear role understanding; staff retention rate is maintained or improved.
Secure £127K annual income from SLIP projects with Isle of Wight and Reading Borough Council, with formal feedback evidencing improved safeguarding outcomes.	Complete all scheduled SLIP projects; collect and review external audit and inspection feedback from partner authorities.	LESAS Service Manager	May 2025	Income target achieved; partner audits/inspections confirm positive impact of collaboration.
Increase participation in EY safeguarding training by 25% (from January 2025 baseline), ensuring subsidised or free	Establish and deliver area-based network meetings thrice annually; provide guest speakers and safeguarding updates; deploy	LESAS Service Manager	March 2026	25% increase in EY training attendees; improved evaluation scores from EY settings; expanded safeguarding

training is provided to EY settings across all areas.	area-based support for local training and reviews.			reviews in EY sector.
Achieve a £50K increase in traded income, reaching at least £449.3K total income by 2026, through implementation of a targeted LESAS marketing plan and expansion of area-based outreach activities.	Develop and launch in-house purchasing on "My Ed" platform; implement outreach tracker via Microsoft List; systematically monitor and pursue engagement and sales opportunities.	Assistant Director for Safeguarding Professional Standards & Quality Assurance (SPSQA), LESAS Service Manager, Senior Business Support Office	March 2026	£449.3K income target achieved; 10% increase in new settings engaging with LESAS; marketing plan in place and evaluated for impact.
Complete quality assurance visits to 100% of Kent's Family Hub network and children's homes, using LESAS frameworks and reporting findings to the Board.	LEA cohort to schedule and conduct QA visits using bespoke tools, with results shared in quarterly Board meetings.	LADO and Education Safeguarding Manager	July 2025	All identified hubs and homes receive QA visits; Board minutes reflect learning and impact; settings report improved safeguarding awareness.
Continue shared learning partnership with Lancashire County Council, ensuring at least one peer review occurs by 2026 and findings are actioned by July 2025.	Organise and participate in peer review; address recommendations and document outcomes for service improvement.	LADO and Education Safeguarding Manager	July 2025	Peer review completed; action plan implemented; recognition from National LADO Network maintained.

## 7. List of Appendices

- Appendix 1 - LESAS Mission Statement
- Appendix 2 - ESS and LADO Evaluation 26.03.24 Appendix 02 - LADO Evaluation Summary.pptx
- Appendix 3 – Education Safeguarding Service and LADO Business Case ESS and LADO Evaluation Business Case - FINAL March 2024.docx
- Appendix 4 – LADO Evaluation LADO Evaluation Report 2024.docx

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

**To:** Children's, Young People and Education Cabinet Committee

**Date:** 16 September 2025

**Subject:** Private Fostering Annual Report

**Classification:** Unrestricted

**Summary:**

This report is a statutory requirement laid down in the National Minimum Standards for Private Fostering (July 2005). It provides an overview of referrals, assessment and support of privately fostered children referred to Kent Local Authority from 1st April 2024 to 31st March 2025, and awareness raising with the multi-agency partnership.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to consider and note the annual report and its recommendations for 2025-2026.

## 1. Introduction

- 1.1 A Private Fostering arrangement is one 'made privately (without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled or under Homes for Ukraine Scheme) by someone other than a parent or close relative, i.e., a grandparent, brother, sister, uncle, or aunt, whether of full or half blood or by marriage, or a stepparent. This is with the intention it should last for 28 days or more. The Local Authority maintains a duty under s44 of the Children Act 2004 (amendment to s67(1) Children Act 1989) to satisfy themselves the welfare of privately fostered children in their area are being satisfactorily safeguarded and promoted.
- 1.2 Children in Private Fostering arrangements are particularly vulnerable due to the lack of family and formal oversight and the potential for their needs and safety to be hidden or overlooked.

## 2. Body of the report

- 2.1 The report sets out the activity from April 2024 to March 2025 in relation to assessing and monitoring the safety of privately fostering arrangements for children. It includes how Kent County Council has exercised its duties and responsibilities to raise awareness within its own services and within. In addition, it sets out the quality assurance framework used to give assurance that children within these arrangements are safe.

- 2.2 The 2024 Private Fostering Annual Report raised 3 overarching areas of focus to improve practice: Continue to raise awareness of Private Fostering with partner agencies and wider community, develop Private Fostering practice across Integrated Children's Services; **and** ongoing audit and monitoring of practice. All actions were achieved in the 12 month period with elements now forming part of regular cycles/expectations.
- 2.3 The number of children in these arrangements is low both in Kent and nationally. This is due in part to global financial constraints for young people studying in England. Despite the decrease in numbers, Private Fostering remains a key focus.
- 2.4 It has been a positive year for Private Fostering with audits showing an improvement in practice again across Kent.
- 2.5 Practice of assessing and undertaking work with Private Foster Carers and children who are privately fostered remains a focus with quarterly meetings to with Private Fostering Leads in each district to maintain a high level of practice and compliance with regulatory functions.

### **3. Financial Implications**

- 3.1 Private Fostering work is undertaken by allocated social workers within Children's Social Work Services. There are no additional costs in terms of the monitoring and review of private fostering arrangements as these are undertaken with other forms of statutory work.
- 3.2 As this is a family arrangement, there is no financial support from the local authority and parents maintain parental and financial responsibility for their child.
- 3.3 The local authority has a duty to ensure that all private fostering arrangements are safe and the Regulations state that a DBS check is required when for every Private Foster Carer.

### **4. Legal implications**

- 4.1 Kent County Council has a duty to comply with the Children Act 1989 Guidance on Private Fostering and the National Minimum Standards (2005). These set out the local authority's duties and responsibilities.

### **5. Equalities implications**

- 5.1 None

### **6. Other corporate implications**

- 6.1 Remember that other functions may overlap. Consider whether or not your decision has an impact in other areas of the Council's work.

## **7. Governance**

- 7.1 Who is likely to inherit the main delegations via the Officer Scheme of Delegation?

## **8. Conclusions**

- 8.1 Private Fostering remains a strong area of practice within Kent but it remains a concern that some arrangements go unidentified and these children are hidden from professional view. With this in mind, the key area of focus is to ensure a significant increase in awareness raising across Kent.

## **9. Recommendation(s):**

There is a full action plan within the report which the Private Fostering Lead will ensure is completed.

The Cabinet Member for Integrated Children's Services is asked to support awareness raising with a short interview on Kent Radio to make citizens within Kent without private fostering knowledge aware of this area of legislation and their duty to notify. If agreed, this will be arranged through the Media Office and support with a script will be supplied. This would ideally be broadcast on National Private Fostering Day on 4<sup>th</sup> November.

## **10. Background Documents**

- 10.1 The Annual Report for 2024/2025 is attached.

## **11. Contact details**

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# Private Fostering Annual Report

April 2024 – March 2025



**Authors: Sarah Jenner and Anita Hiller**

**Senior Manager: Leemya McKeown**

**Date Published: June 2025**

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### 1. Introduction

This report is a statutory requirement laid down in the National Minimum Standards for Private Fostering (July 2005). It provides an overview of Private Fostering in Kent from 1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025. It should be read alongside the Kent's Private Fostering [Statement of Purpose](#) which sets out the arrangements and expectations for managing private fostering arrangements in Kent.

### 2. Actions completed since 2024-2025 Annual Report

The 2023-2024 set out a number of actions, some of which are undertaken every year. Some of the objectives and key actions are shown in table 1 with details of progress. Further information about activity throughout the year is included in sections 3, 4 and 5.

Table 1: Actions from 2024-2025

Action:	How:	Date completed
Continue to raise awareness of Private Fostering with partner agencies and wider community	Private Fostering Awareness Raising leaflet to be sent to partner agencies and wider community, including Education, Health, Language Schools and Faith organisations.	Feb 2025
	Promote Private Fostering Day to raise awareness with partner agencies	Nov 2024
	Information shared with language and private schools in each area about the legal provisions and their duties and responsibilities to children who are privately fostered.	Feb 2025
	Advertise and provide virtual training for multi-agency partners from statutory and voluntary services. Training will be twice a year, booked via KSCMP	Continuing through the year. Twice



		yearly – May and Nov 2024
Develop Private Fostering practice across Integrated Children's Services	<p>Continue to provide access to Private Fostering training and relevant resources on the Kent Academy and Kent Procedures Online.</p> <p>Private Fostering e Learning within induction and training programmes for new staff, Newly Qualified Social Workers, social work students on Step Up to Social Work programmes, Frontline and Apprenticeships.</p> <p>Good Practice in Private Fostering Forums to be held with district Private Fostering Leads to discuss best practice and disseminate information. Private Fostering Leads to feed back to districts.</p> <p>The Private Fostering Teams Channel to be set up and used as an information exchange and arena for promoting information and guidance to Private Fostering Leads.</p> <p>Consultations available and advice given by Private Fostering Lead regarding complex Private Fostering Arrangements. These are now recorded on Liberi by the Private Fostering Leads.</p> <p>Business Support to monitor agency check requests and initial visit 'packs' which contain all necessary paperwork for proposed Private Foster carers to complete. Packs to include new Privacy Notice for Private Foster Carers.</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Quarterly throughout the year</p> <p>Set up July 2024</p> <p>As and when required</p> <p>Throughout the year.</p>
Ongoing audit and monitoring of practice	<p>4 Private Fostering children to be included in each audit cycle with moderations by moderators with Private Fostering experience.</p> <p>Additional dip sample of 6 privately fostered children to ensure the quality and consistency of practice.</p>	<p>Throughout the year</p> <p>Jan – Mar 25</p>

### 3. Summary of data for 2024 – 2025

There were 67 different Private Fostering arrangements open during 2024–2025, some of whom had a dual plan of Child Protection or Child in Need. Table 2 indicates the changes from the previous in respect of dual planning.

Table 2 – Percentage of Private Fostering subject to other plans

% PF dual plan	2023-2024	2024-2025
Child Protection	2%	7.5%
Child in Need	27%	31%

This shows a slight increase in dual plans. However, only 2 children were subject to plans due to concerns about the care provided in the Private Fostering arrangement. The first was following a child alleging a Private Foster Carer threatened to harm them. The incident was investigated and a period of support provided by a Social Work Assistant, which led to improvements in the care provided. The second involved an adolescent found to be living on his own. A friend agreed to be assessed as a Private Foster Carer and the adolescent was subject to Child Protection while assessments were undertaken. The Private Fostering arrangement formally ended due to the adolescent's age but support is still in place under Child in Need.

#### Notifications-

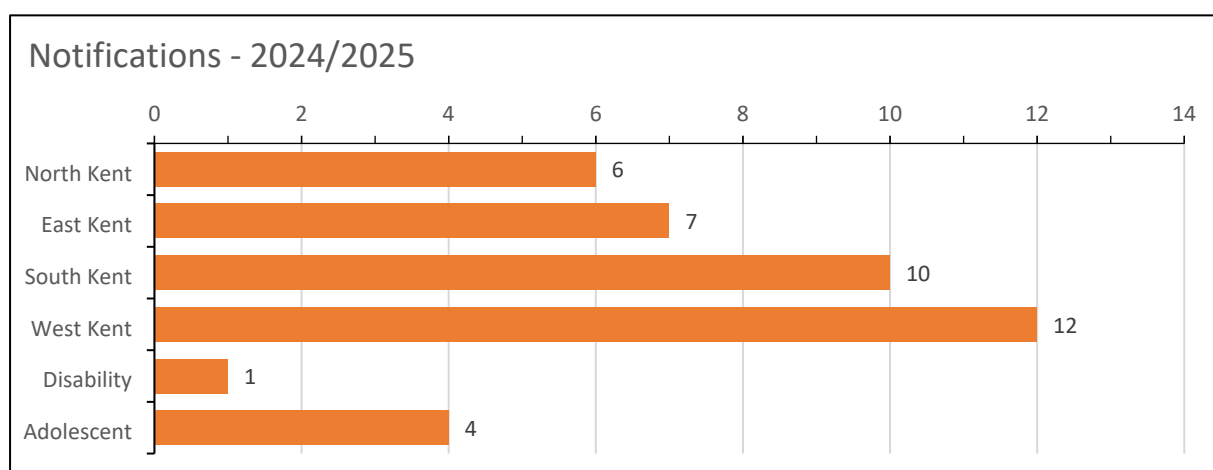
In the year 2024-2025, there were 40 new Private Fostering notifications, a drop of 34% from the previous year and the lowest since 2014. This shows a continuing steep decline but is indicative of the national picture and Kent is not an outlier.

CoramBAAF undertook a national survey published in 2024. 11 local authorities responded. 44% received between 1 and 20 notifications, 28% received between 41 and 60 notifications and only 8% received over 61 notifications. This national picture would indicate a lack of awareness in Kent is not the reason for the decline/ It appears to be due to other factors, such as a decrease in children coming from other countries to learn English. Work opportunities, the cost of living and the cost of study all seem to impact on notifications for children from other countries. However, we have to remain vigilant and ensure awareness raising is a key component of our work in this area.

Graph 1 shows notifications by area with West Kent being the highest with 12, Strengthening Independence Service (recorded as Disability) with 1 arrangement and Adolescent Service with 4. The significant needs of children with disabilities make it difficult for them to be looked after by friends or family, so they are less likely to be privately fostered and more likely to access short breaks care or residential settings. It is positive to see an increase in notifications from the Adolescent Service which previously had extremely low or no notifications, although working with adolescents who may live in alternative living arrangements.

The spread of notifications across the social work teams is even, which is similar to last year and again, indicative of fewer foreign students as there were variations in spread previously, with higher numbers where English language schools are situated.

**Graph 1 – Notifications Received by Area April 2024–March 2025**



### Source of Private Fostering Notification -

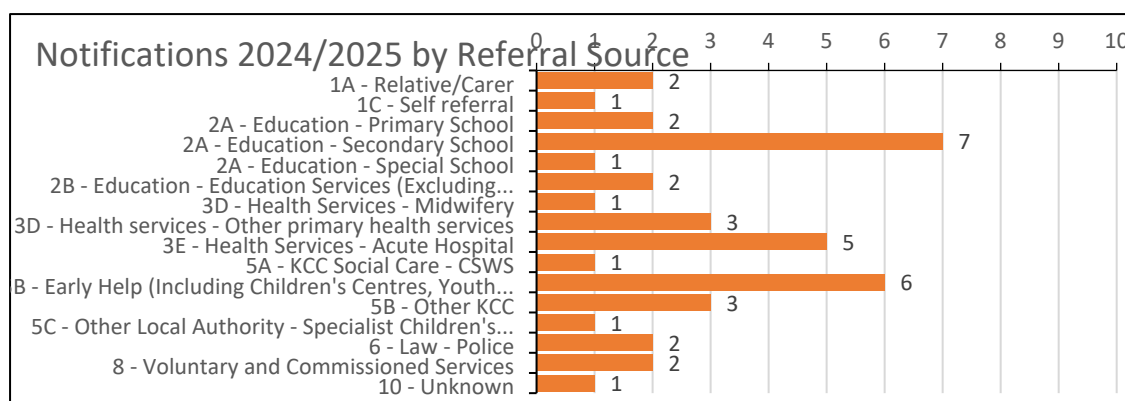
Notifications from education decreased from 38% to 30%, with secondary schools seeing the most significant drop from 17 notifications in 2023/2024 to 7 in 2024/2025. It is not clear why there has been a drop. Some schools are seeing fewer exchange students who come for an academic year but it is more likely that schools are not identifying privately fostered children due to higher numbers of exclusions or elective home education. These young people may be more likely to be privately fostered but hidden. If this continues to be a trend, further work with schools will help identify the cause of fewer notifications.

Notifications from Early Help increased from 1 to 6 which may reflect improved awareness, training and support from Early Help Private Fostering Leads.

Notifications from health tripled from 3 to 9, likely to have been influenced by attendance at training. Historically notifications from Health have been low, so this is a positive development.

Referral by ICS (KCC Social Care- CSWS remained at the same level, as last year, of 1.

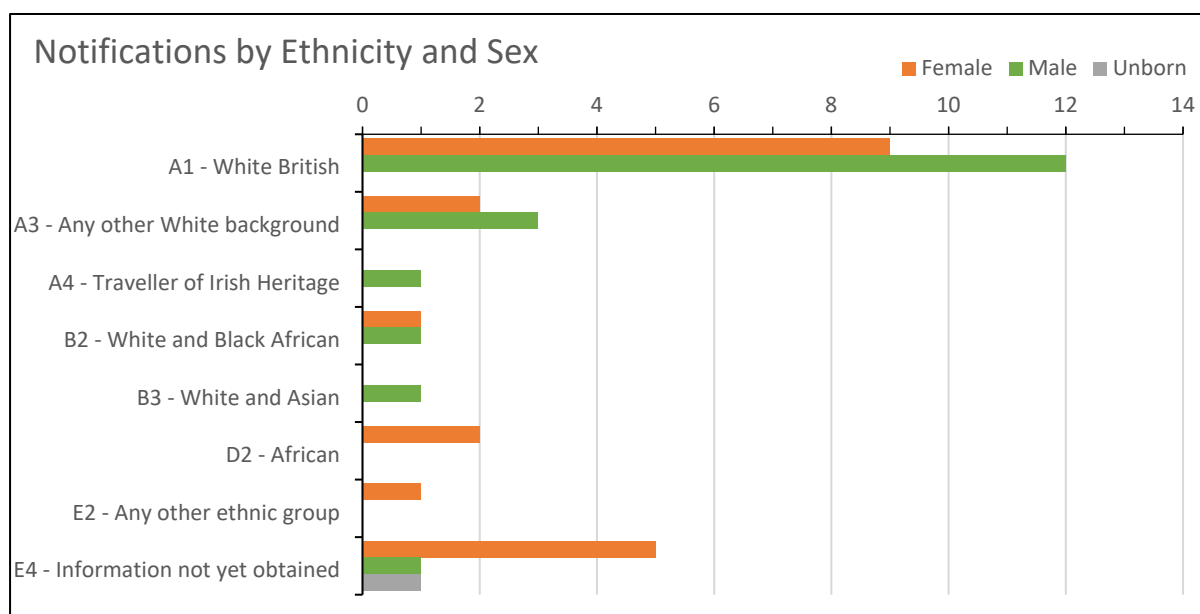
**Graph 2 – Referrals by source**



## Ethnicity and Nationality –

There is still some work to do to improve recording of this important area. Graph 3 shows the ethnicity of children. Most children are White British (52.5% from the UK) but 17.5% have no ethnicity recorded

Graph 3 – Ethnicity and sex of privately fostered children

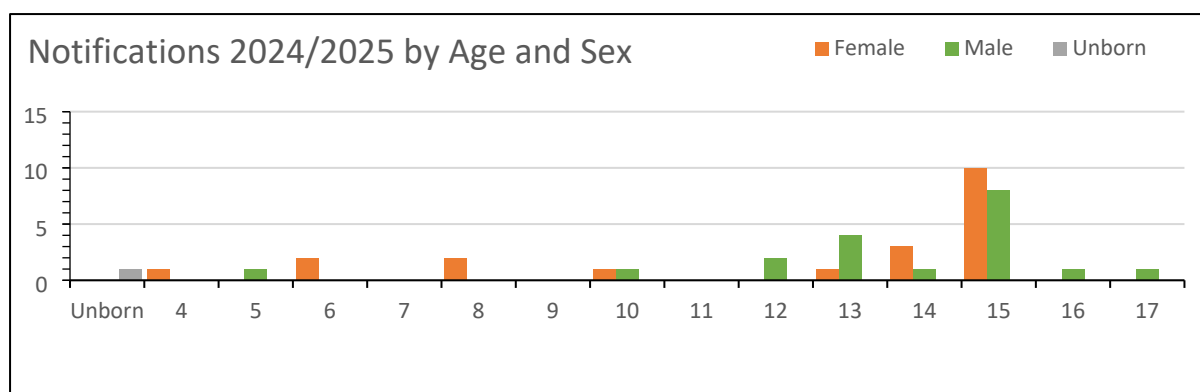


2024/2025 is the first year data collected about Nationality but it is disappointing that for 24 children this was not recorded (60%). This needs to be more of a focus throughout the year as every child's nationality and ethnicity should be recorded.

## Age and Sex of Children at Notification -

Notifications were weighted towards the older adolescent age band of 12 to 15, with a similar number of females (50%) to males (47.5%). In previous years there were slightly more females than males, but the numbers are not so significant as to indicate a change in trend.

Graph 4 – Notifications by age and sex



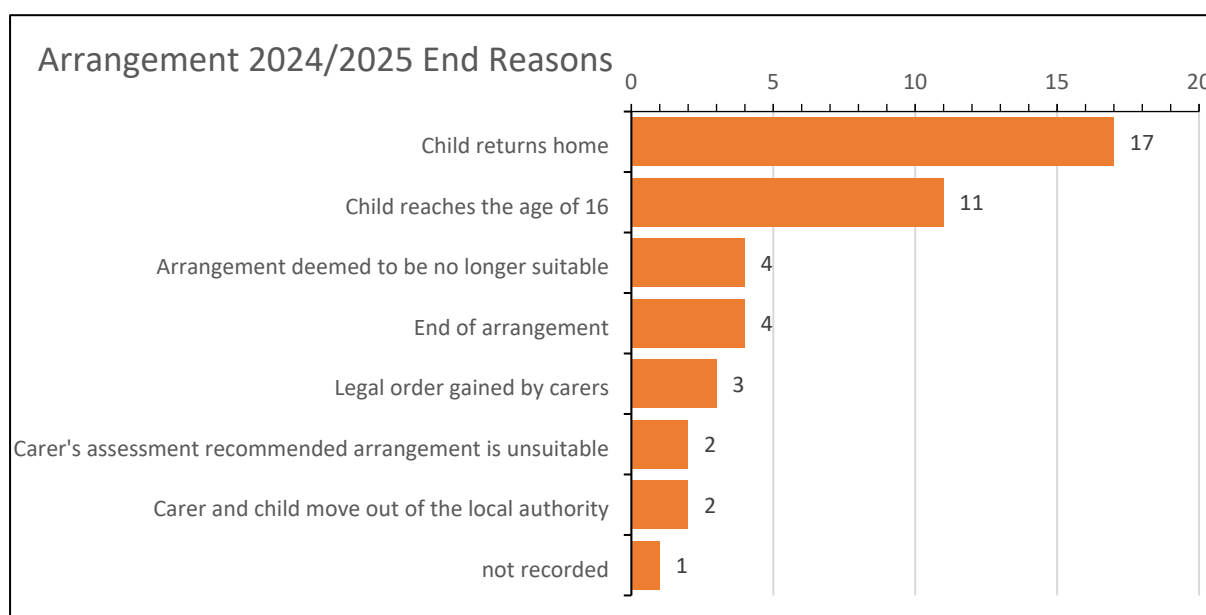
There were 9 notifications for children 11 years and younger (7 in 2023-2024). Private Fostering arrangements are only suitable for younger children for a limited period of time. Stable permanent plans should be sought if there is no plan for the child to return home. In the majority of situations for younger children, they return home or go on to kinship care arrangements. In 2024-2025, the Private Fostering arrangement ended for 3 children due to legal orders being obtained and securing permanence for them. Permanency planning is monitored within moderations of audits and within the Good Practice in Private Fostering Forums.

#### Private Fostering Arrangements Started and ended -

37 Private Fostering arrangements started from April 2024 to March 2025. The peak being July and September, linked with the arrival of international students into the country and those students who remained in boarding schools for over 2 weeks during school holidays, as these children are subject to Private Fostering arrangements.

44 arrangements ended during the report period and the range of reasons is shown in graph 5. 'Child returns home' data will include international students returning to their country.

**Graph 5 – PF arrangements ended by reason**



Children over 16 who have a disability should be subject to a Private Fostering arrangement until the age of 18. Within the Private Fostering Regulations there is no definition of what is considered a disability. The current eligibility criteria for Strengthening Independence Service is applied, but following a safeguarding review in 2023, consideration was given to children with Education Health Care Plans and significant mental health problems being included so they would receive support in a

private fostering arrangement beyond 16. The balance between ensuring vulnerable children are supported and monitored and proportionality in terms of least intervention is difficult. The guidance was updated to reflect this vulnerability and for a level of discretion within social work teams to consider each child's needs and vulnerabilities when considering closing involvement when children over 16 are not living at home. The social work teams have the option to consider support for these children under Child in Need, although this brings additional difficulties as consent is required and Private Fostering is a statutory process, requiring a duty to assess and monitor arrangements.

The data indicated 4 arrangements ended as these were no longer deemed suitable, and 2 Private Fostering assessments concluded the arrangement would not be suitable for the child. Table 3 shows reasons for the arrangements ending. This also shows some appear to have been recorded as unsuitable incorrectly.

**Table 3 Reasons for PF arrangements ended due to no longer being suitable.**

<b>Child</b>	<b>Age</b>	<b>Reason for end- Arrangement deemed no longer suitable</b>	<b>Current status of child</b>
Child 1	15	Returned to care of mother.	No longer in need of service.
Child 2	17	Young person turned 16 and although had some additional needs they were not to the level that it met the criteria for Private Fostering until 18.	Remained with carer post 16 but no longer in need of service.
Child 3	15	Child moved after concerns about Private Fostering carers following domestic abuse incident where carer was intoxicated.	Child looked after s.20.
Child 4	16	Arrangement with Private Fostering carer broken down.	Child looked after CA s.31.
<b>Child</b>	<b>Age</b>	<b>Reason for end- Assessment recommended arrangement is unsuitable</b>	<b>Current status of child</b>
Child 5	16	Concerns arose about domestic abuse, mental health and alcohol use by Private Foster Carer. Child returned to care of mother.	Child in Need.
Child 6	16	Private Foster Carer not able to offer a long-term arrangement.	Child looked after s.20.

## Prohibitions and Disqualifications-

There were no recorded prohibitions or disqualifications during 2024-/2025. However, one arrangement ended with the child moving to another care arrangement, which is the initial course of action required. The two children where there were concerns about the quality of care being provided remain involved with children's social care, so have continuing oversight. There is no indication from the case records the carers are providing care to other children under a Private Fostering arrangement. It would have been good practice for a disqualification or prohibition of the Private Foster Carer to have been considered and recorded by the team with a clear rationale for why this was not required. This is learning being taken forward with the Private Fostering Leads.

## Ongoing Visiting Requirements (reg. 8 visits) -

Each Private Fostering visit is recorded on a statutory Regulation 8 form. The target for visits to be completed within timescale in Kent is 90%. Children are visited 6 weekly within the first year and 12 weekly thereafter. The average percentage of visits within timescale over the 12-month period was 88.2%. A slight increase from 2023-24 (85%). This is particularly evident when notifications (expected 6 weeks prior to a Private Fostering arrangement starting) are for children who are not yet in the country and cannot be visited. This usually applies to foreign students or Ukrainian children waiting for a visa (60% of the arrangements). The assessments and statutory checks can be started but the child cannot be seen in person until arrival which is then out of the statutory timescale. The initial visit in person is required within 7 days of being in the arrangement, or within 24 hours if from Ukraine. This year the 'Out of Country PF Communication' option for a case note was introduced for children in another country. This has yet to be embedded as only 10 case notes were recorded under this heading, in relation to 7 children.

The percentage of visits where children were seen alone was 71.7%. This is low and in response to this a checklist was added to the Assessment for Service Managers to review this before approval. This will continue to be an area of focus in the Good Practice in Private Fostering Forums held quarterly and will be added to the update of Private Fostering Guidance.

Private Fostering is reported on PowerBI and the monthly scorecard. Performance is discussed in Good Practice Forums. Further exploration of month-on-month figures shows a more accurate picture of visiting timescales within each area and by each District.

The process of recording a Private Fostering visit differs to that for a child subject to Child in Need and this is not always being recorded accurately. However, this is a recording issue, and not a practice issue, as visits are taking place. This is regularly discussed with Private Fostering Leads and reminders posted on the Private Fostering Teams channel to ensure recording accurately reflects the practice.

#### 4. Private Fostering Awareness Raising 2023-2024

Multi-agency partners -

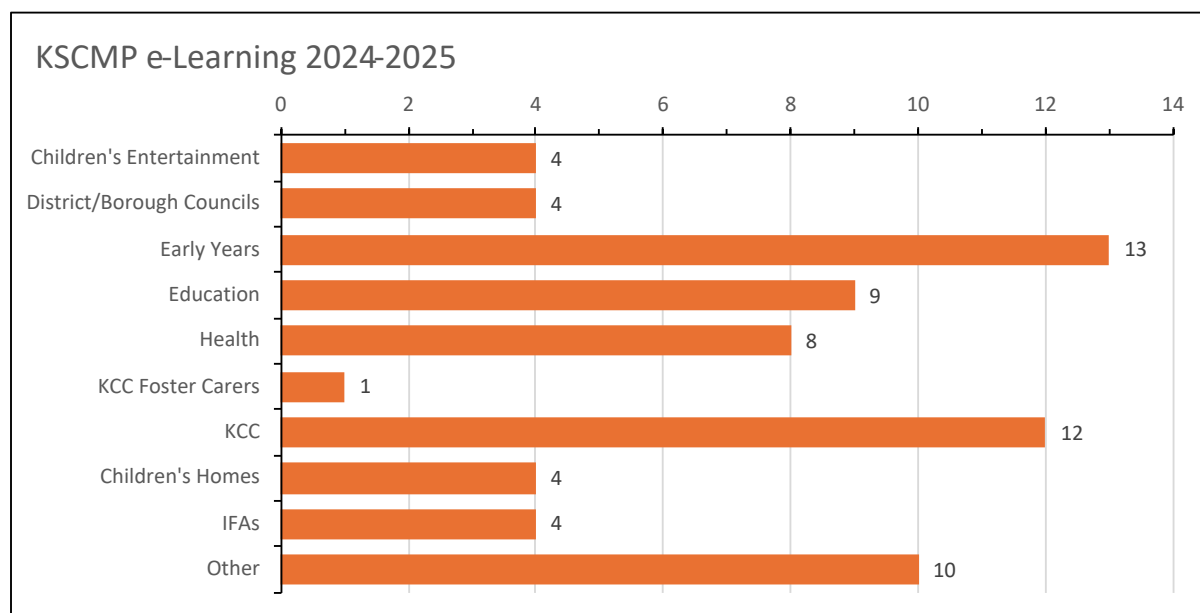
The Local Authority has a duty to promote and raise awareness of Private Fostering with partner agencies. Some of the activity this year included:

In February 2025, a Private Fostering leaflet was circulated to partner agencies who may encounter children in Private Fostering arrangements, including English language schools, faith organisations and youth groups.

In June 2024 and November 2024, the Practice Development Team provided 2 virtual training events for multi-agency partners, advertised through the Kent Safeguarding Children Multi-Agency Partnership (KSCMP). 21 attended in June 2024 and 15 in November. The training included information about Private Fostering; risks and vulnerabilities; duties; and actions for external professionals as well as Children's Social Work Teams. Participants at the event included Safeguarding Leads and teachers from primary and secondary schools, health practitioners, 2 faith organisations and colleagues from Integrated Children's Services.

KSCMP also provide a Private Fostering e-learning course and from 1<sup>st</sup> April 2024 to 31<sup>st</sup> March 2025, this was completed 73 times by partner agencies from Early Years, Education, Health, fostering agencies and Children's Services in Kent and Medway.

**Graph 6 – Bar chart showing breakdown of organisation type/sector for KSCMP e-learning**



Additionally, awareness raising took place with language schools with a letter sent in February 2025 to all language schools reminding them of their duties in relation to Private Fostering. A poster and leaflet were included in the letter for the language schools to display and disseminate within their schools.



## Integrated Children's Services -

Good Practice in Private Fostering Forums continued quarterly throughout the year, chaired by a Social Work Standards Officer with Private Fostering responsibility and overseen by the Private Fostering Lead Officer. All services have a Lead currently, including the Adolescent Service and Early Help. There is an expectation a representative from each Service attends the forums but there were some regular gaps in attendance highlighted with the Service Managers.

Agenda items include trends and themes (including from audit findings), key performance indicators, challenging aspects of the work and good practice examples. This helps inform changes to the Private Fostering resources, Liberi and the Private Fostering guidance. Information was disseminated back to services by the Leads and audits continued to indicate practice improvement throughout the last year.

There is a Private Fostering Teams Channel for the Leads. Information is shared on a regular basis which provides helpful reminders about practice, information from case law and training.

The county Private Fostering Lead Officer and the Social Work Standards Officer provide individual consultations and guidance to practitioners to help inform practice.

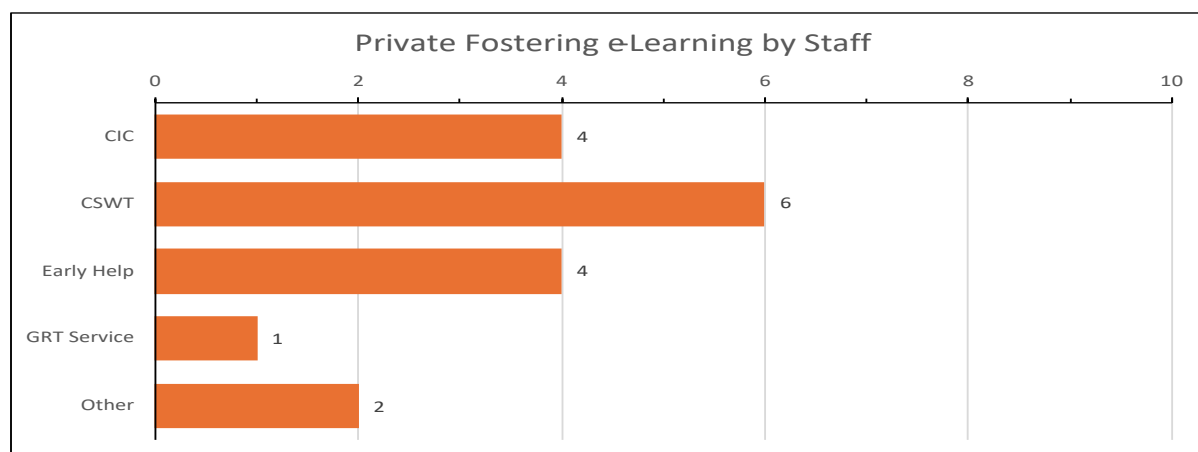
Guidance is regularly reviewed for Kent Procedures Online.

## Additional training for Integrated Children's Service -

Kent Academy provides dedicated training and resources for Integrated Children's Services and 17 members of staff accessed the Private Fostering e-learning during 2023-2024 (16 less than the previous year).

Areas identified for promotion of Private Fostering and training include Early Help, Youth Justice and Family Hubs.

**Graph 7 shows ICS staff professions accessing e-learning 01.04.24 – 31.03.25**



Whilst it is positive staff are engaging with ways to learn more about Private Fostering, the numbers of attendees or views are low in relation to the total workforce. However, Leads disseminate information and facilitate training in their districts and this work would not be reflected in these figures. The grades from audits (further information in next section) would appear to evidence the impact of their training and roles.

## 5. Audits

Private Fostering work is audited as part of the county audit process in line with other children receiving support from the Children's Social Work Service. From April 2024 to March 2025 inclusive, 22 privately fostered children's records were audited by the allocated districts. Moderation is a valuable check on the quality of audits undertaken, as well as an opportunity for the Private Fostering lead to give informal training. This usually includes information about the importance of Reg 8 forms and discussing permanency and vulnerability.

Audit analysis –

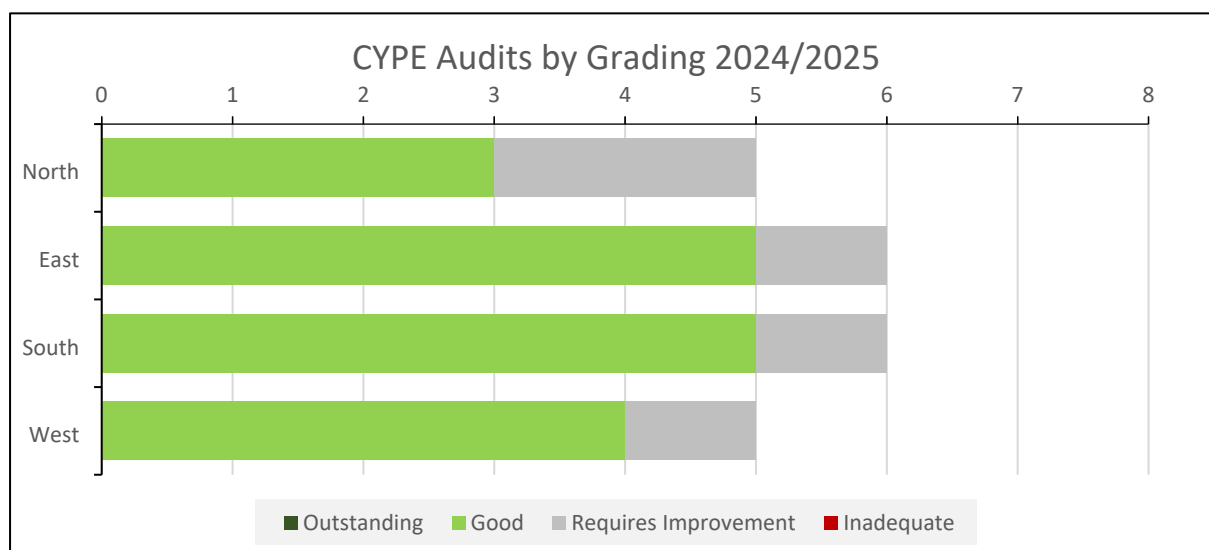
Audits showed quality of practice remained static over the last year.

Within the sections of the audit, the 'response to referral' was seen as consistently strong practice with just over a quarter identified as outstanding (27%). 'Management oversight' was an area identified as needing improvement from additional audits undertaken last year. This year, 68.2% were graded good for Management oversight which denotes an improvement from last year. the quality of practice is fairly consistent across the county.

**Table 4 – Grade comparisons from year to year**

Percentage grades	2023-2024	2024-25
Good	76%	77%
Requires improvement	24%	23%
Inadequate	0%	0%

**Graph 8 – Table showing audit gradings broken down by Area**



#### Additional dip sample -

Six additional dip samples were undertaken by the Social Work Standards Officer in the Practice Development Team, to consider areas of concern identified in the 2024 annual report: the DBS check; oversight of PFAAR by the Service Manager; seeing the child alone; and planning for permanence.

- Only 2 of the dip samples had a completed assessment. Both were approved by the Service Manager but 1 was prior to the DBS being received.
- In 3 there was a delay in the PFAAR being signed off, but the reason for the delay was not recorded as management oversight.
- The child was seen alone in 4 out of 6. This indicates some areas of positive practice in relation to children being seen alone consistently and permanency being discussed where needed.
- In 5, consideration was given to a plan for permanence.

Learning from the dip samples will be shared at the Forums to be disseminated back to districts and addressed in training.

## 6. Systems

A Management Information Officer in the Management Information and Intelligence Team continues to work closely with district social work teams to improve recording, reduce data errors and ensure compliance with statutory requirements. The Management Information Officer attends the Good Practice Forums and training events and offers one-to-one support to practitioners. In 2023, MI created “bitesize” videos to improve knowledge of the Private Fostering pathway on Liberi. The videos were accessed by 24 people. These are relatively low numbers and suggest further promotion of these resources is needed.

The MIU Officer is a member of the Teams Channel and posted advice and information about Liberi recording.

The Liberi Operational Group approved the following changes in December 2024 to enable more sophisticated data collection, including information about prohibitions and requirements.

A new checklist in the PFAAR to ensure the Service Manager checked the documents (e.g., DBS check) and quality of practice required (e.g., child seen alone) prior to sign off. This will go live in May 2025 and be available for reporting next year.
Reason for arrangement ending will be mandatory. This will go live in July 2025 and reporting will be available next year.
Service Manager requirement for sign off for Annual Reviews.
Confirmation of the recording of data related to prohibitions and requirements to ensure any identified within a PFAAR have Service Manager agreement and sign off.

## 7. Summary

Children in Private Fostering arrangements are particularly vulnerable due to the lack of family and formal oversight and the potential for their needs and safety to be hidden or overlooked. The number of children in these arrangements is low both in Kent and nationally. Despite the decrease in numbers, we must remain cautious and vigilant to a lack of awareness by our own staff and partner agencies. It remains crucial for awareness raising to continue and for all agencies to be provided with the knowledge and skills to respond appropriately.

In Kent, we are confident the overall practice is positive, as evidenced by good audit gradings. There is evidence from dip sampling that permanence planning is being addressed effectively. Additionally, there was an increase in notifications from Early Help and Health, and positive attendance by multi-agency partners at KSCMP training, facilitated by the Practice Development Team.

Areas of development are identified, including ensuring DBS checks are received prior to approval of assessment and completion of statutory Reg 8 Forms for every visit. The Next Steps Plan highlights the work which needs to continue over 2024-2025.

## 8. Next Steps Plan

See page 15

	Objectives 2024 - 2025	Responsible person	Complete by
1	<b>Continue to raise awareness of Private Fostering (PF) with partner agencies and wider community</b>		
1.1	Advertise and provide virtual training for multi-agency partners from statutory and voluntary services. Training will be twice a year, booked via KSCMP with one coinciding with Coram BAAF Private Fostering day. Build training into Family Hubs Workforce Development Plan.	PF Lead / KSCMP	Bi-annual April 2025 Nov 2025
1.2	Share Private Fostering Day events, including Coram BAAF activities	PF Lead	5 <sup>th</sup> November 2025
1.3	Build links with language and private schools in each area to improve communication and practice. Utilise current newsletters and organisations such as Education Safeguarding Service and British Council.	PF Lead	July – Dec 2025
1.5	Private Fostering leaflet and poster to be sent to partner agencies and wider community, including Education, Health, Language Schools and Faith organisations	PF Lead	Nov 2025
2	<b>Develop Private Fostering practice across Integrated Children's Services</b>		
2.1	Highlight in CYPE bulletin practice expectations and statutory requirements for Private Fostering and link to updated guidance.	PF Lead	June 2025
2.2	Good Practice in Private Fostering Forums to be held with district Private Fostering Leads to discuss best practice, learning from audits and data and disseminate information. Private Fostering Leads to feed back to districts.	PF Lead and District Leads	Quarterly
2.4	Continue to review and highlight if absences from the Good Practice in Private Fostering Forums with Service Managers and link with data/audit findings	PF Lead	As and when required
2.5	Consultations available and advice given by Private Fostering Lead regarding complex Private Fostering Arrangements	PF Lead	As and when required
2.6	Provide Private Fostering Bulletin and Communities of Practice event on Private Fostering Day	PF Lead	Nov 2025
2.7	In conjunction with Private Fostering Business Support leads, provide training for Business Support colleagues.	PF Lead	Dec 2025

2.9	Continue to promote Private Fostering training and relevant resources on the Kent Academy and Kent Procedures Online.	PF Lead	2025-2026
2.10	Private Fostering promotion within induction and training programmes for new staff, Newly Qualified Social Workers, social work students on Step Up to Social Work programmes, Approach Social Work (formerly Frontline) and Apprenticeships.	Team Managers/ district Leads / ASYE and student programme co- ordinators	Throughout 2025-2026
2.11	Liaison with specific services regarding identifying PF – Adolescent Service, Strengthening Independence. This may include visits to service meetings.	PF Lead	Throughout 2025-2026
2.12	Exploration of top tips sheet or built in checklist within the PFAAR for Service Managers to assist with checks prior to signing off assessment.	PF Lead	Sept 2024
2.13	Improve recording of Regulation 8 visits, especially within services where this is challenging, e.g., Adolescent Service. This will be through the visits to service meetings, within awareness raising/moderations/Good Practice in Private Fostering Forums, and COP in Private Fostering Week.	PF Lead and Practice Development Team	Throughout 2025-2026
2.14	Legal briefing session on achieving permanence to incorporate children in private arrangements, such as Private Fostering.	Legal Briefings Co-ordinator	Dec 2025
<b>3</b>	<b>Ongoing practice monitoring</b>		
3.1	4 Private Fostering children to be included in each audit cycle, with moderations by moderators with Private Fostering experience	Management Information Team	2026-2026
3.2	Via Power Bi, review completion of ethnicity, country of birth, regulatory and out of country visits and highlight and address any gaps	PF Lead / Management Information	2024-2025
3.3	Work with Management Information and Intelligence to: <ul style="list-style-type: none"> <li>- Understand data on nationality and country and correlate this to initial visits to report separately regarding Kent children and international students or Ukrainian nationals.</li> <li>- Capture and monitor child seen alone data.</li> </ul>	PF Lead / Management Information	Oct 2025
3.4	Further analysis required to understand and report on initial visits to children within Private Fostering arrangements. Changes to Liberi already made will support this but further work is required to improve reporting.	PF Lead / Management Information	Oct 2025

## Children's, Young People and Education Cabinet Committee 2025/26 Work Programme

**18 NOVEMBER 2025**

• Verbal Updates by Cabinet Members	Standing Item	<b>Beverley Fordham and Chris Palmer</b>
• Draft Revenue Budget 2025-26 and Medium Term Financial Plan (MTFP)	Regular Item	<b>John Betts and Dave Shipton</b>
• Performance Monitoring	Annual Item	<b>Katherine Atkinson</b>
<b>School Expansions/Alterations:</b>		
• Parkwood Hall Expansion	Key Decision	<b>Ian Watts</b>
• Dartford Grammar School Expansion	Key Decision	<b>Ian Watts</b>
• Broomhill Bank North Expansion	Key Decision	<b>Ian Watts</b>
• 25/00065 Independent and Non-Maintained Special School (INMSS) Procurement	Key Decision	<b>Christy Holden and Sam Sheppard</b>
• External Tuition	Key Decision	<b>Christy Holden and Sam Sheppard</b>
• 25/00056 KCC Community Learning and Skills (CLS) Adult Education Funding Reforms	Key Decision	<b>Jude Farrell</b>
• KCC Sufficiency Strategy	Key Decision	<b>Christy Holden</b>
• Specialist Resourced Provisions	Key Decision	<b>David Adams</b>
• School Funding Arrangements for 2025-26	Key Decision	<b>Karen Stone</b>
• School Funding Model	Key Decision	<b>Karen Stone</b>
• Early Years and Child Care Services	Key Decision	<b>Christy Holden and Christine McInnes</b>

• KCP Commissioning Plan	Annual Item	<b>Nick Abrahams</b>
• SEND Sufficiency Plan	Annual Item	<b>David Adams</b>
• Specialist Resourced Provisions	Key Decision	<b>David Adams</b>
• SEN Update - Quarterly reporting	Quarterly Item	
• Kent Safeguarding Children Multi-Agency Partnership Annual Report	Annual Item	<b>Jennifer Maiden-Brooks</b>
• Complaints and Representations Report	Annual Item	<b>Pascale Blackburn</b>
• Work Programme	Standing Item	<b>Georgia Humphreys</b>