Children, Families & Education Directorate
Commissioning Division
Annual Business Unit Operational Plan 2008/9

Cabinet Members : Mr Chris Wells and Mr Mark Dance

Director : Joanna Wainwright

Unit Business Plan Contact : Nuala Ryder

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PURPOSE OF THE SERVICE

The Commissioning Division is responsible for providing, commissioning and purchasing a wide range of services to remove barriers to learning for vulnerable children and young people. This includes children with learning difficulties and/or disabilities (LDD) including those with additional and special educational needs. Many of these services are required by statute or statutory guidance. Over recent years, resources in the form of budgets and staffing have been either delegated or devolved to individual schools and clusters so the balance between direct provision and commissioning has been adjusted in favour of the latter and this will continue.

The Division's aim is to improve outcomes and raise standards of achievement by reducing barriers to learning for all children and young people. This is achieved by working in partnership with all Children, Families and Education Directorate colleagues, children and young people and their families and partners within the Children's Trust. In terms of the outcomes for children encompassed within the Children Act, services and strategies make a direct contribution across all five themes. Members of the Division's Management Team are linked closely with other Divisions within the Children, Families & Education Directorate to all major strategic developments of the Directorate

The Division also works in collaboration with partner agencies to lead, develop and roll out integrated processes that will provide tools to enable practitioners to better support children and young people to achieve the five key outcomes. It leads on the development of integrated working and Outcomes Based Accountability and develops commissioning frameworks. The key integrated processes are the Common Assessment Framework, the Lead Professional functions, ContactPoint and wider information sharing. As a result of Kent's innovative approaches to our work, officers regularly represent the County at national conferences, groups and other events to influence policy and share best practice. The role of each unit is as follows:

Additional Educational Needs and Resources

The Additional Educational Needs and Resources (AEN&R) Service Unit has primary responsibility for ensuring that the appropriate SEN processes, particularly transition processes for post 16 and post 19 for children and young people with SEN Learning Difficulties and/or Disabilities (LDD), are undertaken and provisions are in place for all children with SEN and LDD who are or were the responsibility of the LA.

Attendance and Behaviour Service

The purpose of the Attendance and Behaviour Service is to ensure that all pupils, including those with behavioural, emotional and social difficulties, are able to access effective full-time education through a combination of centrally managed services and the commissioning of schools and Clusters.

The aims of the service are to:

- Improve attendance and reduce exclusion;
- ensure that all pupils out of school have timely access to appropriate full-time education;
- develop a wide range of opportunities for young people; including vocational aspects.;
- support children and young people in developing resilience and skills to continue learning;

- monitor, track and support Children Missing Education, through Fair Access Protocols;
- safeguard the rights of school-aged children in employment.

Educational Psychology Service

The main purpose of the Kent Educational Psychology Service is to support learning of children and young people of all ages by promoting optimum educational opportunity and development for all. In addition the service works to facilitate organisational change and to build capacity, in partnership with schools, children, young people, families, and other agencies. Support to those who are vulnerable, with additional educational needs or other barriers to their learning/development is prioritised through early intervention and the promotion of evidence based/informed practice, which is focused around the principles of 'inclusive practice'. The service provides an applied educational and child psychological perspective to facilitate positive change and development and works closely with professionals within the Child and Adolescent Mental Health Service.

Joint Commissioning Unit

The Joint Commissioning Unit takes a lead in the strategic planning and commissioning of services in order to improve outcomes for all children and young people (0-19) in Kent, particularly those who are vulnerable. In doing so, the Unit will work in close partnership with senior colleagues in the Children, Families & Education Directorate (CFE) and other statutory agencies as well as the Third Sector to develop mechanisms for joint planning and commissioning services that ensure fully integrated systems of support to meet specific need.

The Unit comprises three teams, each with key areas of responsibility as follows:-

- Joint Commissioning Officers (JCOs)
- Schools Drugs Education Advisers (SDEAs)
- Looked After Children Advisers (LACAs)

Minority Communities Achievement Service

The Service works in partnership with clusters, schools, partner agencies, minority communities, children, young people, parents and carers in order to improve access to education for, and raise achievement of, children and young people from Ethnic Minorities. The service focuses on children and young people for whom English is an Additional Language, Refugees, Gypsies, Roma and Travellers. By working collaboratively with clusters, schools and other agencies the Service enables the development of inclusive policies, provision and practice reflecting and celebrating the cultural and linguistic diversity in Kent. The Service supports vulnerable Gypsy, Roma, Traveller and Refugee children and young people, at risk of not accessing education or of underachievement. At a strategic level the Service contributes to Corporate and Directorate actions linked to the statutory duties for the LEA and schools to promote race equality and community cohesion.

Specialist Teaching Service

Working with children and young people with special educational needs and learning difficulties and disabilities from 0 to 19 the Service exists to provide skilled staff to schools to support and train schools and settings to promote inclusion and access to the curriculum. In some cases support is provided in respect of groups of pupils or individual pupils. The Service vision is to reduce barriers to learning and development, and to narrow the gap in Kent schools and other educational settings.

The Specialist Teaching Service comprises staff with expertise, training and experience in the dimensions of: -

- Cognition and Learning
- Behavioural, Emotional, and Social Difficulties
- Physical Disability and Sensory Impairment
- Communication and Interaction

The Service seeks to work in collaboration with professionals in schools, in Services and in partner agencies, together with families, in order to meet its objectives.

Most service staff are devolved to clusters, under the day to day management of a LEO, while a small strategic team is centrally managed and provides a quality assurance function, including performance management, and provides professional support and supervision to the cluster staff. The Strategic Service also acts in an advisory capacity.

PLANNING CONTEXT AND PRIORITIES

The work of the Division is underpinned by the following Local and National guidance, policy and legislation:

Local Context

- Kent Agreement 2 - At the time of writing the Kent Agreement 2 for 2008-2011 is entering the final phase of negotiation and implementation is due to start in April 2008. The priorities identified across the County and with our partners will influence the Directorate's direction during the next 3 years and beyond. Impact and success will be measured against a suite of indicators agreed with Government and deriving from the new 198 National Indicator dataset.
- Vision for Kent (V4K)
- Towards 2010
- Supporting Independence Programme
- Local Area Agreement
- Accessibility Strategy 2007 – 2010
- Kent Children's Trust
- Local Children's Service Partnerships
- Children & Young People's Plan
- Joint Area Review and resulting Action Plan
- Kent Compact
- Kent Pledge to LAC
- 14-19 Strategy
- Extended Schools
- In Year Fair Access Protocol

National Context

- Education Acts 1996/2002
- Learning and Skills Act 2000
- Special Educational Needs and Disability Act 2001
- Special Educational Needs Code of Practice November 2001
- Education Act 2002
- Education and Inspection Act 2006
- Disability Discrimination Acts 1995 and 2005
- School Standards and Framework Act 1998
- Children Act 1989 2004
- Children's Nation Service Framework 2004
- Higher Standards, Better Schools for All White Paper 2005
- The Children's Plan-Building brighter futures 2007
- Care Matters reform programme and Children & Young person's Bill (2007)
- Youth Matters Green Paper (2005)
- Aiming High (2007)
- Joint Inspection Framework (2006)
- Children (Leaving Care) Act 2000
- A Better Education for Children in Public Care
- Quality Protects
- S.52 Children Act 2005 and related statutory guidance on LAC
- Improving Behaviour and attendance : guidance on exclusion from schools and Pupil Referral Units – 2007
- Removing Barriers to Achievement : The Government Strategy for SEN 2004
- National Curriculum Inclusion Statement (2000)
- Inclusive Schooling – Children with Special Educational Needs (2001)
- Access to Education for CYP with Medical Needs (2001)
- Curriculum guidance on the Foundation Stage
- Quality Standards and Education Support Services for CYP with Visual Impairment (2002)
- Dept of Health Universal Neonatal Hearing Screen Guidance
- Early Support Programme
- National Standards Framework
- Ofsted Report – Inclusion – Does it matter where children are taught?
- Promoting Children's Mental Health Within Early Years and School Settings 2001
- Race Relations (Amendment) Act 2000
- Statutory Code for Schools to Promote Race Equality (2001)
- Statutory Guidance for Schools and the LEA on Ethnic Monitoring

Partnerships

The management team works closely with national and local partners (in the statutory, private and voluntary sectors) including the DAAT, Youth Justice Board, TDA, GOSE, Connexions, KSCB, the DCSF, the national Strategies teams, the SE Regional Partnership (SEN), the County Council Network, and the LGA. In addition to this the Director acts as Chair for the Kent and Medway Child and Adolescent Mental Health Strategy (CAMHS) Group which oversees the implementation of the CAMHS strategy. The Division also works in collaboration with partner agencies to lead, develop and roll out integrated processes that will provide tools to enable practitioners to better support children and young people to achieve the five key outcomes.

The **Attendance and Behaviour Service** works in partnerships with a range of divisions, services and providers to maximise the range of and diversity of services available to children and young people engaged with the service. The partnerships can be defined in two ways; the first is a collaborative planning and delivery arrangement to enhance services and maximise outcomes for children and young people. The second is through the commissioning of providers to ensure that high quality, diverse services are available to children and young people that are flexible and responsive to their individual needs. Examples of collaborative delivery partnerships include:-

- The Youth Offending Service
- Local Multi-agency Early intervention services e.g. Best, PIP, MACS, Causeway
- Adolescent Resource Centre – partners including Children's Social Services, Connexions, Health
- FE Colleges
- Schools
- Kent Police – Managing Incidents Conference

Commissioning partnerships examples include:-

- YMCA – delivery of Alternative Provision
- Kingsreach – delivery of Alternative Provision
- Skillforce – delivery of Skill Force programme

In addition, the **Attendance and Behaviour Service** has worked collaboratively with a range of voluntary and public sector partners in bidding for funding to support programmes where specific need has been identified. Examples include:

- East Kent PCT
- Kent Playclubs
- Key Training

The **Additional Educational Needs & Resources Service** works with the other 18 South East Local Authorities and with partners in the independent and non-maintained sector to monitor, evaluate and develop services, provision and processes for children and young people with SEN and LDD. Key strategic partners include DCSF National Strategies Team, East and West Kent PCTs, Connexions, Learning Skills Council, I-Can, ACE, Royal London Society for the Blind, Kent Association for the Blind, NCH, Royal School for the Deaf. Cross SE Local Authority regional commissioning Partnership opportunities are being considered in respect of low incidence, challenging, high cost provision particularly residential provision.

Effective multi-agency partnership working is key to the **Joint Commissioning Unit** achieving its vision and targets. Locally based joint planning and commissioning arrangements support the development of new markets, in particular from the Third Sector. The Unit adheres to the commitments outlined in the Kent Compact to ensure that it embraces VCS partners and operates a level playing field. The Looked After Children education team links with all CFE directorates, schools and clusters (Local Children's Services Partnerships), specialist education services, fostering and residential services, health services, Kent & Medway Connexions, voluntary and community sector organisations. There are opportunities to more closely coordinate the work of the services involved in promoting better outcomes for LAC in the context of Kent's Children's Trust arrangements.

The **Education Psychology Service** works collaboratively with partners within the Advisory Service Kent (ASK) and CAMHS in order to deliver on key developments to promote the social and emotional development of children and young people. The service has a key role in projects and developments concerned with the social, emotional, and cognitive development of young children (LPSA 2 Target 1), multi agency approaches (e.g. Local Implementation Groups), Local Children's Partnerships and integrated processes (i.e. the development of CAF and Lead Professional), the Solihull Approach (e.g. the development and delivery of training) and the Social Emotional Aspects of Learning (i.e. primary and secondary SEAL).

The **Specialist Teaching Service**, at both a local and central level, works in partnership with early year's settings and schools, FE and HE Colleges and voluntary organisations. Within CFE, it has a particularly close relationship with the Advisory Service, sharing responsibility for promoting improved attainment for CYP with LDD. In addition, on behalf of the Commissioning Division, STS continues to develop partnership working with several organisations:

- **Kent Association for the Blind**

  The Specialist Teaching Service work in partnership with the KAB to provide independence and mobility training to children and young people with severe and profound visual impairments. The KAB provide qualified mobility officers to deliver individual training programmes to CYP as well as environment assessments for schools receiving CYP with severe or profound visual impairments

- **Shared Vision**

  This Shared Vision Partnership works to improve the outcomes for CYP with visual impairments through the provision of coordinated multiagency assessment for complex cases. Shared Vision also provides joint training to visual impairment professionals, individual self help training for young people preparing for transition at post 14 and early years outreach from the Dorton House School Nursery.

- **Royal School for the Deaf, Margate**

  This is a developing partnership working towards improved the outcomes for CYP with hearing impairment. The initial partnership work has provided signing clubs for peer groups and a British Sign Language Level 2 course for teachers and teaching assistants.

The **Minority Communities Achievement Service** works in partnership with Clusters of schools to deliver improved outcomes for Black and Minority Ethnic Learners. There are 14 provisions across the 23 Clusters of schools.

Through Clusters, agencies have come together in local forums to improve access to services, particularly to newly arrived communities. (Dover - Dover Asylum and Immigration Forum, Shepway – Shepway Roma Support Group, Thanet – Thanet Diversity Support Forum). In some localities Clusters have commissioned small scale multi-agency projects which are either research focused or improve accessibility of services. Multi-agency projects include voluntary and community organisations working with asylum seekers or new migrants.

In April 2008 MCAS will be part of the REAL Project with Hounslow LA focusing on improving identification and celebration of children's skills through the Gifted & Talented Programme.

MCAS contributes to the Kent LA Race Equality Forum, which includes representation of the Race Equality Councils communities and other voluntary organisations.
MCAS is part of the New Arrivals Excellence Programme working with the National Strategies Advisor and 10 other Local Authorities who have experienced significant levels of demographic change.

Significant change to meet needs/demand

Attendance & Behaviour Service

The Attendance and Behaviour Service has been at the forefront of the devolution of resources to clusters to facilitate localised responses to the needs of children and young people within geographical areas. This enables local commissioners and providers to assess need and utilise resources in the most effective way. This process will impact upon the service as it evolves further.

In the devolved structures, clusters or wider local partnerships will be responsible for making or commissioning provision for all pupils with the cluster. The additional impact for the centrally managed Alternative Provision team, will be a change in their role to one of monitoring, quality assurance and support.

Currently, the ABS is working closely with the DCSF in developing a pilot to formalise arrangements for Alternative Curriculum Provision that will regularise Monitoring and Quality Assurance functions whilst encompassing the innovative and creative range of educational places and providers. The proposed model of Area Alternative Curriculum Pupil Referral Units will impact upon the frameworks in which the provision operates (i.e. OFSTED framework) and the roles of Kent personnel in supporting delivery of these services.

The Education (Provision of Full Time Education for Excluded Pupils) (England) Regulations 2007, which formed part of the Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units – 2007 stipulates that schools must make provision for pupils excluded from school on a fixed term basis, after the fifth day. In addition, it stipulates that the Local Authority must make provision for all pupils, permanently excluded from school, by the sixth day. As Kent has devolved resources for permanently excluded pupils to clusters, clusters are responsible for making provision. As such clusters have adopted an In Year Fair Access Protocol and are monitored through the Admissions Forum. This will place obvious demands on clusters and the Alternative Provision they have available.

Additional Educational Needs & Resources

National priorities delivered through the continuing “Every Child Matters” (ECM) agenda has a major influence on the unit particularly in terms of the personalisation and participation agenda. Increasingly parents, carers and children and young people are rightly influencing both service delivery improvement and provision development.

The Early Support programme with early identification and meeting of needs through the Common Assessment Framework and Lead Professional function will impact considerably on the unit as this is both a national and local agenda.

Price increases in the independent and non-maintained sector for SEN placements, particularly residential, and increases in fuel and transport costs to take children to and from school are particular pressures.

In bringing together services for children with LDD the unit has a lead role to improve partnership working between AEN & R and the Children with Disability Teams. This will improve understanding of roles and responsibilities leading in the first instance to the co-location of teams to improve joint planning for children and young people with LDD.

Phased changes to the Learning Skills Council will impact on planning for post 16 and post 19 provision for children and young people with SEN and LDD as will the implementation of the

14-19 agenda. The Head of Unit has a joint lead officer role for Target 55 of Towards 2010 to ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence. Over 700 children and young people with special needs make the transition each year.

The continuing implementation of the Special School Review and the review of resourced mainstream provision (Units) for children and young people with very severe and complex needs, will potentially impact considerable on the service. The expectation is that more needs will be met at school action plus rather than statutory action, where a statement is required, and at a locality school minimising the travel distance an times and adverse impact on the environment.

Specialist Teaching Service

The staff within the Service have had to adapt to an increasingly specialist environment in the context of a reducing budget and staff group. The following factors have impacted upon Service priorities and have placed pressure on a scarce resource:

- Increased devolution and local accountability, while still retaining statutory responsibility
- Changing demographics – the Service works with children form birth and thus the upturn in birth rate impacts immediately on service delivery.
- The number of disabled children and young people has increased by 62% increased in 10 years
- Developments in neo-natal care have resulted in a greater survival rate, but an increase in children with severe and complex needs.

Education Psychology Service

The Educational Psychology Service has made a significant contribution to the development of children's emotional health and well being. This has been through support for the implementation of the Leuven approach in early years settings in 3 target areas (Dover/Deal, Gravesham and Swale) and the development of training for trainers on "Supporting Well Being". The service has also significantly contributed to raising awareness of the emotional health and well being for children and young people through involvement in enabling the use of a parental Strengths and Difficulties questionnaire (SDQ) as an outcome measure in 32 tier 2 and 3 services across the county.

Changes in the way that Educational Psychologists are trained has meant that as from September 2006 postgraduate professional training programmes now span 3 years and lead to a doctorate level qualification in Educational and Child Psychology. This is at a time of national shortage of Educational Psychologist due to demographic factors and a highly significant decline in the supply of newly qualified educational psychologists as a result of changes in training. The Kent Educational Psychology Service has developed an innovative Trainee Educational Psychologist scheme in response to this. There continues however to be uncertainty regarding the future funding arrangements for training. Legislation is also anticipated during 2008 that will require the statutory regulation of Educational Psychologists, overseen by the Health Professional Council (HPC).

Joint Commissioning Unit (JCU)

The work of the JCU will be affected by the restructuring of local and central services with the emerging Local Children's Services Partnerships and the development of integrated working and integrated processes. The exact impact of these changes on service provision and unit cost is unknown at present. CFE and Kent Children's Trust partners have agreed to bring a range of specialist functions together to establish an integrated LAC service, building on the existing informal links between the Unit's LAC adviser team and other LAC specialist services and in response to the national Care Matters programme of reform. A multi-agency Project Board is working to implement such a service in phases starting in April 2008. Whilst there is ongoing CSG funding for the LAC team there is no uplift and, therefore, there will be pressures on the overall Unit budget.

Minority Communities Achievement Service

During 2007/8 Kent experienced substantial inward migration (particularly EU Accession State Migrants and Nepalese). This impacted on all Clusters to some degree but had a significant impact in Gravesham, Thanet 1 and 2, Dover, Ashford 1, Shepway 1 and Canterbury City/Coastal

In January 2008 the Border and Immigration Agency opened a new provision in Kent as an Alternative to Detention for families who have exhausted all rights of appeal in the asylum process. MCAS has worked with Ashford 1 Cluster to ensure children receive their statutory entitlement to education.

In April 2007 the Home Office introduced the New Asylum Model, this has significantly impacted on the service model for the Education Assessment Service for Unaccompanied Minors. Young people's asylum claims are now processed within a 6 week timescale and this limits their capacity to engage in wider activity relating to education assessments and placements. In addition in the period June to December 2007 the number of referrals to the Education Assessment Service doubled because of the increase of young people arriving in the United Kingdom and seeking asylum.

The National Primary and Secondary Strategies have substantial influence on the work of the service. There are distinct programmes within the Primary and Secondary Strategies that are relevant to the context of Kent Local Authority. The New Arrivals Excellence Programme and the Gypsy, Roma and Traveller Achievement Programme all provide outstanding opportunities so work systemically within the overarching framework for school improvement.

In September 2007 Schools and the Local Authority were subject to a further duty to promote community cohesion. In the context of Kent's increased inward migration this duty has high relevance to the work of the service.

Public/user/non user feedback

Attendance & Behaviour Service

The Service places significant emphasis on using feedback to shape service design and delivery – examples including Anti-Bullying survey 2007 (November) – results are currently being analysed but early indications appear to show an overall reduction in number of children and young people stating that they are being bullied from 2006 results.

Consultation on Managing Incidents Policy, Children Missing Education Process Guidance, Anti-Bullying Strategy.

Local feedback mechanisms within Alternative Provision that shape services on an individual unit or cluster basis.

Additional Educational Needs & Resources

Improvements to service delivery and service planning will continue to be influenced by feedback from the surveys commissioned by the Unit. For 2008/9 this includes an external survey, jointly commissioned with Kent Adult Social Services Department from the Tizard Centre at Canterbury University, of young adults with learning difficulties and disabilities who have recently been through transition to adulthood. Further surveys of children and young people and parents and carers going through the Statutory Assessment process and transition from primary to secondary provision will be commissioned in 2008/9. Feedback from a survey of parents/carers who appealed to the national SEN and Disability Tribunal in 2006/7 together with a review of these cases will drive service improvement.

Specialist Teaching Service

The service demonstrated its commitment to user involvement in 2006/07, soliciting feedback from schools and settings, regarding their experience of STS provision, with questions reflecting the breadth of work performed by Specialist Teachers. In total 95 establishments were surveyed (a mix of schools and CYP settings) 59 replies were received, a response rate of 62%.

Overall, the results for the service were extremely positive, an average satisfaction rating of 98% reflecting a wealth of good practice and partnerships. Schools and settings clearly consider STS a valuable resource that enables and facilitates increased capacity for inclusion of CYP with LDD.

In addition:-

- Parents'/carers' and the child's or young person's views are sought on every referral to DIF
- Getting There with Confidence is a South East Region SEN project supported by the Specialist Teaching Service. This is an independence project aimed at 14-19 with visual impairment and aims to improve self esteem and confidence especially in unknown situations. The project has established a baseline measure of self-esteem and then engaged young people in designing their own events to improve these skills.

Education Psychology Service

User feedback (i.e. cluster and parental surveys) has indicated the importance of developing joint processes within a multi agency working model in order to achieve positive outcomes for children, young people and families. Outcomes of the parental survey indicated that 94% regarded the involvement of an Educational Psychologist "positively". The 2008/2009 Operational Plan emphasises the importance of the development of integrated processes and strategic initiatives (e.g., Single Point of Access and the Common Assessment Framework). This is reflected in the planned revision of the service Practice Framework within the context of local Children Service Partnerships. Support for multi agency approaches is also planned to develop the well-being and psychological health of children and young people.

Educational Psychologists delivered training to over 3000 delegates. Satisfaction levels were consistently high with an average response of over 80% that training positively affects practice.

Very positive feedback continues to be received from schools who have received crisis support with direct service involvement in 23 critical incidents. Minimal complaints have been received. These have been resolved with appropriate changes and improvements to systems made where relevant.

Joint Commissioning Unit

All Local Children's Services Partnerships are developing strategies to engage children and young people and their families in the identification of need and service design and evaluation. Some areas, for example, have consulted children and young people on the Local Children and Young People's Plan and other areas have used 'Participate By Right' as a user participation framework. In Swale, for example, children and young people were consulted on the Swale 7 outcomes. Their feedback identified important outcomes for them, including, having fun, being proud of themselves and their friends, feeling good about themselves, having control of their own lives, having fun with things to do and safe places to play. The application of the Results Based Accountability model of 'Turning The Curve' has engaged service users at a local level in the identification of need to determine priorities in local Children & Young People's Plans and to identify action in response to local issues.

Analysis of feedback from service users and key stakeholders will inform LAC related activity:

- Evaluation of pilot incentive scheme in 2007/8 for year 11 students looked after by KCC. Positive feedback from headteachers, designated teachers and carers and evidence the scheme contributed to positive outcomes (significant increase in proportion of students who remained in school and took GCSE exams) have informed plans to re-run the scheme in 2008/9.
- Initial monitoring of mentoring scheme for LAC commissioned from Rainer includes positive feedback from schools, carers and young people themselves which will inform future planning and recommissioning the scheme if it proves successful and funding is available.
- The JCU contributed to the development of the Kent Pledge to LAC in response to the Government's Care Matters green paper and informed by consultations with young people arranged by the Strategy, Policy & Performance Division.

Minority Communities Achievement Service

MCAS is pro-active in seeking feedback on the impact and performance of the Service.

All service training is subject to evaluation. Advisors are responsible for collating the evaluations from training.

Training events that have had a significant impact on the practice of specialist teachers include:

- Bullying around Racism, Religion and Culture
- Excellence and Enjoyment: Bilingual Learners (Primary National Strategy)
- Children's Safeguards: Update on Policy and Performance.
- Use of ICT to support EAL: Clicker 5 Training
- Professional Development Networks

All service training delivered to schools is also evaluated. Each event is a bespoke session and evaluations reflect a high level of impact on professional practice and policy in the school.

In 2007 the Service undertook an informal consultation amongst Gypsy, Roma and Traveller parents/carers to inform future service planning. The feedback to this consultation reflected the value that parents/carers place on support from Family Liaison Officers in accessing school places, in managing transitions between schools and in resolving difficulties in the school. Gypsy, Roma and Traveller parents/carers highlighted that more could be done to challenge racism in schools and ensure that schools are inclusive of their diverse cultural background in terms of curriculum.

Review of Performance 2007-8

Key Performance Indicators			
Attendance & Behaviour Service			
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
BVPI 44 - Number of pupils permanently excluded during the year from all schools maintained by the local authority per 1,000 pupils at all maintained schools	1.7	1.5	2007/8 target – 1.5
BVPI 45 -% half days missed in Secondary Schools	8.0%	7.8%	2007/8 target – 7.8%
BVPI 46 - % half days missed in Primary Schools **LPSA2 -** % half days missed in Primary Schools	5.1%	4.69	BVPI 2007/8 target – 4.8% LPSA2 target – 4.69%

Additional Educational Needs & Resources			
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
NI 103 a) Special Educational Needs – statements issued within 26 weeks - excluding exceptions *	N/A	N/A	New PI for 2008/9 TBA
NI 103 b) Special Educational Needs – statements issued within 26 weeks - all cases *	N/A	N/A	New PI for 2008/9 TBA

Additional Educational Needs & Resources			
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
BVPI 43(b) Percentage of statements of special educational need prepared within 18 weeks all cases including "exceptions to the rule"	88%	90%	90%
Children and young people with a statement of special needs as a percentage of all children (% pop: 0 – 19)	2.1%	1.9%	1.8%
Reduce the number of non-Kent maintained special school placements by 5%	250	223	210
Increase the percentage of children and young people with Statements with determined secondary school placements by 15 February in transfer year	93.5%	97.6%	98%

Specialist Teaching Service				
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*		**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
% of children / young people with SEN (KS3 to 4) identified at SA+ and Statutory Action with positive residuals	HI*	55	56	57
	VI*	41	42	43
	PD*	65	66	66
	SpLD	57	58	58
	BESD	32	33	34
	MLD	51	52	53
	ASD	70	71	72
	SLCN	71	71	72
% of children / young people with SEN (KS2 to 3) identified at SA+ and Statutory Action with positive residuals	HI*	36	37	38
	VI*	56	57	57
	PD*	51	52	53
	SpLD	61	62	63
	BESD	35	36	37
	MLD	53	54	55

Specialist Teaching Service				
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*		**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
	ASD	53	54	56
	SLCN	57	58	59
% of children / young people with SEN (KS1 to 2) identified at SA+ and Statutory Action with positive residuals	HI*	57	58	59
	VI*	65	66	67
	PD*	37	38	39
	SpLD	50	51	52
	BESD	33	34	35
	MLD	32	33	34
	ASD	37	38	39
	SLCN	35	36	37
% of LAC children / young people with SEN identified at SA+ and Statutory Action with positive residuals				
% of children / young people with SEN identified at SA+ and Statutory Action achieving 5 x A* to G at GCSE	HI*	88	88	78
	VI*	90	91	75
	PD*	66	76	67
	SpLD	85	74	74
	BESD	60	70	68
	MLD	52	54	55
	ASD	62	63	69
	SLCN	77	60	63
% of children / young people with SEN identified at SA+ and Statutory Action achieving 78 points or more at Foundation Stage Profile	All	26	28	30
% of children / young people with SEN identified at SA+ and Statutory Action achieving Level 2 in Reading at KS1 SATs	HI*	54	56	58
	VI*	54	56	59
	PD*	53	54	53
	SpLD	30	31	34
	BESD	48	59	51
	MLD	22	23	25
	ASD	39	41	43
	SLCN	37	39	40
	VI			
% of children / young people with SEN identified at SA+ and Statutory Action achieving Level 4 in English at KS2 SATs	HI*	54	60	55
	VI*	61	52	49
	PD*	45	49	43
	SpLD	28	30	34
	BESD	38	44	44
	MLD	16	25	21
	ASD	34	39	43
	SLCN	19	26	27
% of children / young people with SEN identified at SA+ and Statutory	HI*	64	54	59
	VI*	57	77	52

Specialist Teaching Service				
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*		**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
Action achieving Level 5 in English at KS3 SATs	PD*	37	41	34
	SpLD	31	29	31
	BESD	24	37	36
	MLD	9	19	22
	ASD	33	36	27
	SLCN	23	19	24
% of children / young people with SEN identified at SA+ and Statutory Action supported in a mainstream placement (including Units and Designations/ Cluster Lead Schools)	HI*	99	99	99
	VI*	98	98	98
	PD*	85	85	85
	SpLD	99	99	99
	BESD	89	89	89
	MLD	90	90	90
	ASD	71	71	71
	SLCN	95	95	95

* cohort size currently less than 40 pupils

Education Psychology Service			
Indicator *Local/operational indicators as well as national ones, categorised if appropriate (e.g., as LAA,T2010, CPA, BVPI, PAF)*	**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Targeted Performance 2008/09**
Completion of Statutory Action Assessment Advice in six weeks (Appendix D)	95%	94%	95%
Average School Quality Rating (5 point scale)	4.4	4.4	4.5
Average School Outcome rating (5 point scale)	4.3	4.3	4.3
Average Parent Rating	94%	94%	94%

Joint Commissioning Unit			
Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007**	**Estimated performance 2007/08**	**Target 2008/09**
% LAC L4+ Eng/Maths KS2	34.6%	N/A*	38% min
% LAC L5+ Eng/Maths KS3	24.5%	N/A*	31% min
% LAC 5A*-C GCSE/GNVQ	12.1%	N/A*	15%
% LAC 5A*-G GCSE/GNVQ	39.3%	N/A*	42% min
% LAC 1A*-G GCSE/GNVQ	66.4%	N/A*	65% min
% LAC sitting GCSE/GNVQ	84.1%	N/A*	In line with national and regional performance
% LAC permanently excluded	1.0%	N/A*	In line with national and regional performance
% LAC missing 25 days or more of school	15.6%	N/A*	In line with national and regional performance

***** These targets relate to Summer 2008 exam results for children and young people at the end of Sept who would have been looked after by KCC for at least 12 months. The cohort of children and young people whose achievement will be measured is therefore not yet identified.

MCAS

Performance Indicators attached at Appendix One

National Indicator Dataset

The new National Indicator set of 198 performance indicators set by Government aims to reform the current system of targets and inspection with a closer focus on the views of the public and encouraging local solutions to problems. The dataset is currently under consultation and is not finalised. However this new performance framework will need to be embedded into the performance management of the Directorate and early analysis has identified the following indicators as the responsibility of this Division:

Ref	Indicator
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths
NI 108	Key Stage 4 attainment for Black and minority ethnic groups
NI 87	Secondary school persistent absence rate
NI 104	The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold
NI 107	Key Stage 2 attainment for Black and minority ethnic groups
NI 69	Children who have experienced bullying
NI 114	Rate of permanent exclusions from school
NI 50	Emotional health of children
NI 115	Substance misuse by young people
NI 103	Special Educational Needs – statements issued within 26 weeks

Achievements/Outcomes 2007-8

The Attendance and Behaviour Service has made significant progress against last year's business plan and has a number of notable achievements. The key areas are listed below.

Attendance

The targeted support to clusters and range of interventions offered, have lead to improvements in both primary and secondary attendance in 2006/7.

Overall absence	***2004/5***	***2005/6***	***2006/7***
Primary	5.7%	5.7%	5.1%
Secondary	8.2%	8.1%	8.0%
Overall	6.8%	6.8%	6.5%

B to B, an electronic registration system, has supported both schools and the Local Authority in tackling poor attendance. This system is now operation in 350 schools and continues to be rolled out.

Persistent Absence

At the beginning of the last academic year, 22 Kent schools were identified by the DfES as meeting the criteria for priority support in tackling persistent absenteeism. During 2006/7, with support from Attendance Leaders, B &A consultants and other colleagues, 19 of the 22 identified schools successfully reduced persistent absence. Across the County, persistent absence was reduced by 28%. This is above national average.

In 2006/7, Kent achieved green status on DCSF RAG rating for work on PA.

Through targeted multi-agency support there has been a significant reduction in the number of Looked after Children who missed more than 25 days of schooling. This has reduced to 15.6%.

Children Missing Education

Following a period of consultation, involving agencies, providers and service users, the Kent Children Missing Education Process guidance was released in 2007. This is a tool for all agencies including schools to ensure there is clarity around roles and responsibilities and required procedures. Following extended pieces of work with MCAS and the Admissions and Transport Team there has been an increase in number of Children Missing Education referred to the service and a reduction in the time taken to place a pupil by 30%. This is supported by the In Year Fair Access Protocol.

In-Year Fair Access Protocol

Kent School Admissions Forum formally approved the Kent In-Year Fair Access Protocol on 11 September 2007. This has been promoted and distributed within every cluster and each cluster or partnership has devised a local response that enables them to fulfil the requirement.

This protocol has lead to improvements in the time taken to identify an educational placement for pupils permanently excluded from school. As a number of clusters are still formalising these agreements, this will be an on-going target, as the Protocol is rigorously applied.

Pupils with Medical Needs

The numbers of pupils accessing the medical needs service has increased in 2007/8 and referral pathways and re-inclusion routes are clear. This has enhanced the services whilst leading to a requirement to make provision (including support to home school) for a greater number of pupils.

Anti-bullying

The Safe Cluster scheme has been established in 2 clusters in the West of the County. The schools within the Cluster are in the process of attaining accreditation for the work and the commitment they have shown. There has been significant awareness raising and support offered to schools throughout the year.

A particular focus has been on Restorative Justice and Managing Incidents, culminating in a joint "Managing Incidents" Conference between Kent Police and KCC. The 2007 anti-bullying survey is currently being analysed fully but early indications are that there ha been a 4% reduction in the number of pupils stating that they have been bullied.

YOS

It is forecast that the number of pupils known to YOS and in full-time education, training or employment will be on target at 90%. This is based on figures for three quarters to the end of December 2007.

Skillforce

There are currently 300 young people engaged in the Skillforce programme across 8 schools in Kent. Evaluation reports very positively in terms of reducing exclusions, improving attendance and behaviour and improving attitudes to school. By September 2008, 400 pupils will be engaged in this programme.

Adolescent Resource Centres

The number of multi-agency Adolescent Resource Centres across Kent has increased from 4 to 10 in 2007/8. The number of pupils accessing these sites for education is approximately 120.

Local solutions

There have been numerous innovative local solutions, most notably in reducing permanent exclusions. One example is:

Gravesend cluster - where the implementation of a managed moves protocol has resulted in 24% reduction in permanent exclusions for all pupils (primary and secondary) and a 31% reduction for secondary aged pupils (based on comparison between 2005/6 and 2006/7)

External Evaluation

During 2007, Greenwich University undertook a LERN evaluation with regard to the services of Kent Safe Schools. The evaluation indicated that, most respondents felt that Kent Safe Schools has had a positive effect for children and young people in Kent, including positive effects on health and emotional well being. Kent Safe Schools was also perceived to have a positive effect on preparing young people to be positive citizens.

The survey found good agreement that Kent Safe Schools has led to improvements in self esteem,

confidence and emotional well being, and over half agreed that it has had a positive effect on bullying. Most respondents felt that Kent Safe Schools had positive effects on transitions and engagement in the learning process.

Many agreed that Kent Safe Schools has meant that children and young people are more likely to make a positive contribution to the school and the community, and many also agreed that the ethos of the school has improved.

Overall, Kent Safe Schools was perceived to be effective at dealing with issues affecting young people and helpful for those undergoing transition between schools. Most also agreed that the service supports children and young people to be heard.

Additional Educational Needs and Resources

Key achievements over the last year have included the joint commissioning and implementation of a Communication and Assistive Technology service with health and social care colleagues across the East Kent PCT area. Development of Alternative Curriculum provision for CYP with Statements of SEN previously excluded from one or more specialist provision both in and out of county with colleagues from the Attendance and Behaviour Service. Development of I-Ed provision for CYP with SSEN across Kent. Improving secondary transfer rates by 15 February. Revision and improvement of Speech and Language Therapy reports for Statutory assessments in partnership with health colleagues. Decommissioning of support for less complex needs at 3 Kent special schools and recommissioning of support for more complex needs of early years children from Kent profound severe and complex needs special schools.

Specialist Teaching Service

The Service has been involved in a variety of activities and projects, either as a lead or in support, which have been aimed at improving outcomes for children and young people with learning difficulties and disabilities. For example:

Area of Work	Outcomes
Training to support inclusion of CYP with Down Syndrome: 'Down Syndrome – Initial Steps in Raising Achievement'. LS32/02	100% of delegates reported increased confidence and understanding (80% outstanding, 20% good category).
Deafblind/Multi-Sensory Impairment/including training	From 37 evaluation responses from 54 staff from Dorton House School who attended a training day on 4 September, 97% reported that they had more understanding of deafblindness and were more confident to support a child or young person with deafblindness.
Training to support inclusion of CYP with PD	100% of delegates who attended a Personal Care course in March 2007 reported increased confidence and understanding on all courses delivered.
Newborn Hearing Screening Programme (NHSP), including Children's Hearing Services Working Groups (CHSWG)	Support programmes from STS have begun within 5 days following consultation with families. External evaluation noted the excellent multi agency working.

Area of Work	Outcomes
Language for Learning Joint Training Project (County Wide) Phase one	10 pairs of Language for Learning trainers (a pair consists of a Speech and language Therapist and a Specialist Teacher), have received 4 days training and will roll out a programme County wide
Supporting Children/Young People (C/YP) with Hearing Impairment (HI) – joint working with Specialist Teachers (STs) for HI and Specialist Speech and Language Therapists (SALT)	All pre-school/primary C/YP with cochlear implants have had joint and individual visits
Turn Around House Key Stage 3	The trial of the project has enabled 90% of the young people supported though this project at key stage 3 to be successfully integrated full time into school and on roll.
Supporting Inclusion of Children with Learning Difficulties &/or Disabilities (LDD), in Private, Voluntary, & Independent (PVI) Pre-school settings	In excess of 150 settings funded for additional support at any time. Some settings including more than 2 children with complex needs.
Consistent delivery of training to ensure Early Years settings meet the requirements of the SEN Code of Practice.	13 three day training sessions arranged for groups of 25 of the 270 setting SENCos, each training serving 2 Clusters, delivered by 2 EY SENCos.

Education Psychology Service

The 2007/08 Operational Plan targeted a number of projects, developments and key actions, almost all of which are on target or have been successfully completed.

The service has continued its significant contribution to the Local Public Sector Agreement (LPSA 2) target "*To promote the emotional and social and intellectual development of young children so they flourish at home and at school*". Operational planning for the completion of 1500 assessments, as part of a major on-going research initiative with child populations in the target areas of Swale, Dover and Gravesham has been completed and is now being implemented.
A Research Assistant (RA) team has been recruited to undertake data gathering assessments with supervision from the service. This has followed a period of induction and intensive training.

Children's social and emotional well-being has been developed through; strategic and operational support for the implementation of the Leuven approach in the Early Years Foundation Stage and the development and support for the Social and Emotional Aspects of Learning of children in the primary and secondary phases.

An Assistant Principal Educational Psychologist contributes to the county steering group for the Social and Emotional Aspects of Learning. A model of support has been developed involving auditing the learning environment of the school and reporting back to staff, governors and other stakeholders. This has informed the Self-Evaluation Form (SEF), school development plan and future actions. A further model has been the development of a twilight support network for those schools engaged with SEAL to learn with and from each other. Links have been made with the Behaviour and Attendance consultants so that support to pilot schools is co-ordinated for secondary SEAL.

An Assistant Principal Educational Psychologist and a Senior Advisor for Early Years have continued to co-lead the development of the Local Authorities multi-agency strategy for Communicating Matters. Assistant Educational Psychologists were commissioned to carry out a long term evaluation of the impact of module 1 training. Very positive responses were received with regard to the benefits of training and changes to practice.

The service has continued to develop and improve joint/multi agency working between services and agencies including support for the development of Local Children Service Partnerships within the pathfinder localities. Senior Educational Psychologists are engaged with the development of Local Implementation Groups. Examples of joint working include the Joint Communication Clinic (Maidstone), the development of ADHD Care Pathways (Dartford West), CAMHS triage (Canterbury), Non-Violent Resistance (Thanet), the development of Cluster Based Reviews and the Single Point of Access (SPA) in Shepway.

The successful engagement of thirty-two Tier 2 and 3 services, including those from the third sector as part of the LPSA 2 (Target 4) initiative has been achieved through the involvement of the Principal Educational Psychologist (PEP) as Project Manager. The project is concerned with the early identification of children and young people (aged 5 to 15) with possible emotional and/or psychological difficulties and the delivery of appropriate support. A multi-agency delivery group oversees the project which is fully engaged with the CAMHS Outcomes Research Consortium (CORC). Presentations have been made at national events during April and November 2007, and there has been recent national interest in this project by the Department of Children's, Schools and Families (DCSF).

The service has been fully supportive of the development of training for the Common Assessment Framework along with the development of guidance for the Lead Professional. Fourteen Educational Psychologists are currently trained as trainers.

The service together with multi agency partners and the Child and Adolescent Mental Health Service (CAMHS) has established a steering group for the Solihull Approach in Kent with terms of reference. Guidance for trainers and practice development has been issued. An evaluation process has been identified and a research brief formulated. The intended outcome of this stream of work is to reduce the incidence of severe behavioural and emotional difficulties in children and young people and to alleviate parental anxiety. The service has contributed to the planning, co-ordination and delivery of the Solihull training to over 600 multi-agency front line workers countywide.

The current year saw the end of the second cohort of the pre-training Assistant Educational Psychologist programme. As with the previous first cohort the ten AEP's made a very significant contribution to the delivery of sessions which were predominately focused on school/cluster based work and commissions. Evaluation of the impact of this contribution using the Target Monitoring and Review form indicated consistently positive affects for children, young people and school staff. The success of this scheme has led to the development and current implementation of a two-year Trainee Educational Psychologist programme which commenced from September 2007. The organisation and monitoring of the scheme is overseen by an Assistant Principal Educational Psychologist. Seventy per cent of Kent's ten Trainee Educational Psychologists are taken from the initial Assistant Educational Psychologists cohort who successfully gained places on professional training course against rigorous competition. Initial signs are that the Trainee Educational Psychologists are already making a significant contribution to the delivery of psychological services to schools and localities. The success of this cutting edge initiative will better enable the service to fill future vacancies with qualified staff.

The Target Review and Monitoring methodology used for evaluating AEP work has been extended and trialed and will inform on-going service effectiveness initiatives.

Joint Commissioning Unit

Joint Commissioning Officers have made significant contributions to the development and implementation of:

- Strategic and locally based joint planning and commissioning frameworks designed to improve outcomes for all children and young people, particularly those who are the most vulnerable to social and educational exclusion.
- Developments between clusters and multi-agency partnerships e.g. District Consortia, CDRPs, CAMHS LIGs, Early Support, Domestic Violence Forums and Teenage Pregnancy LIGs.
- Local Children's Services Partnerships, Local Children's Trust Pathfinders and other joint planning (e.g. local Children's and Young People's Plans) and integrated working and processes (e.g. Single Points of Access).
- A range of early intervention and prevention programmes to meet identified need in line with the Kent Local Prevention Strategy for Children and Young People.
- The development of local Children's Centres and the management of Children's Centre managers. JCOs are currently beginning work on the mapping and reconfiguring services to meet the core offer.
- The strategic commissioning of Connexions Services until 2010.
- The development of Targeted Youth Support across the county.
- The use of Results Based Accountability methodology and tools. This approach is now embedded in the County Performance Management Framework. Over 250 professionals from across KCC and partner agencies and organisations have now been trained in RBA.
- The development of processes and systems for the Common Assessment Framework and Lead Professional functions.
- The establishment of 8 Early Support Local Implementation Groups across Kent. 150 families have accessed Early Support services since its inception.

School Drugs Education Adviser Team:

- An increase in work on alcohol use and smoking, as the use of these substances is much greater than illegal drugs amongst young people in Kent as evidenced by the NFER survey.
- Three conferences organised for professionals working with young people, highlighting the latest research evidence and best practice in relation to smoking, alcohol and cannabis.
- Since 2002, 281 staff from 227 schools have attended the Modular Training devised by the SDEAs. Satisfaction ratings for these courses in 2006-7 are high at 96%.
- Responded to schools' needs by offering more tailored whole school INSET courses. Since 2003-4, 1806 staff have received INSET in 104 schools. Many more staff access the Drugs Education section on Clusterweb.
- Support to schools working towards Healthy Schools status through the review of Drugs Policies, providing INSET and support for the validation process.
- Since 2004, 31 schools have participated in the School Drama Competition. An estimated 13, 000 pupils have seen at least one of the productions in their school. 47% of participants rated themselves as knowledgeable at the start of the project as opposed to 94% at the end. 82% said that they had learned about the effects substance misuse can have on the user's family and friends. 88% felt more informed about where to access help and information and 59% reflected on their attitudes towards drugs and drug users as a result of the project.
- A year on year reduction of permanent exclusions for substance misuse from 26 in 2002-3 to 16 in 2006-7.

Looked After Children Education Adviser Team:

The Looked After Children Adviser Education Team have contributed to:

- An improvement in the percentages of LAC achieving at least level 4 in English, maths and science at Key Stage 2.
- A reduction in the percentage of LAC achieving at least level 5 in English, maths and science at Key Stage 3, against a backdrop of significant improvements over the last 3 years.
- Improvements in the percentage of LAC achieving 5A*-C and 1A*-G at GCSE or equivalent and a reduction in the percentage achieving 5A*-G, against a backdrop of significant improvements over the last 2 years for this indicator.
- A significant reduction in the percentage of LAC missing 25 days or more of schooling in the year.
- A significant increase in the percentage of LAC sitting GCSE/GNVQ exams.
- The percentage of LAC permanently excluded remaining as in 2005-6, following a significant improvement since 2004-5
- A reduction in the average time taken for LAC to access a full time school place from over 12 weeks in 2005-6 to just over 7 weeks in 2006-7.

Minority Communities Achievement Service

Illustrative examples of service Achievements in 2007/8 include:-

Evaluation of EMAG Cluster Provision 2005 - 2008 was completed in January 2007, identifying outcomes, effective practice and areas for future development.

Professional Development Network for Specialist Staff engaged in Minority Ethnic and Bilingual Achievement at county level and established in some localities.

Excellence and Enjoyment: Raising achievement of bilingual learners (Primary National Strategy). Training modules developed in the context of Kent and disseminated through EMAG Cluster staff.

Gravesham Roma Project and other locality projects focused on EU Accession State Migrants. Improved information sharing between agencies, more responsive services and improved access to education.

Anti-Bullying Strategy: Bullying Around Racism, Religion and Belief: Development of training modules to prevent and improve management of racial incidents.

Kushti Atchin Tan: development of KS3 curriculum resource involving English Heritage and Gypsy Traveller young people focusing on raising achievement and participation of young people.

Reduction in Children Missing Education through Children Missing Education Protocol and Fair Access Protocol.

Service Comparisons

Attendance & Behaviour Service

	Overall absence	
	Pri	*Sec*
Statistical Neighbours	5.01%	7.68%
National statistics	5.26%	7.76%

In previous years, Primary absence has been in line with national averages, and has improved in 2006/7 to below the national average. This is as a result of targeting resources to tackle attendance issues such as Spring Term unauthorised absence for holidays.

Whilst secondary absence is above national average it has always remained marginally above the median for statistical neighbours and has continued to decrease year on year. (2006/7 comparators still to be finalised by DCSF).

Since 2002 the proportion of pupils permanently excluded from school has remained steady as a proportion of the school aged population (0.17%).

Kent are consistently below average in the number of fixed period exclusions expressed as a percentage of the school population, as compared to statistical neighbours.

Additional Educational Needs & Resources

In comparing service performance against other Local Authorities the Unit works with the DCSF National Strategies Team and uses a framework to support self-evaluation. As an example and of particular note, in 2006/7, is the Gershon efficiency saving of £1.183m attributable to the management of the costs of non-Kent provision in the independent and non-maintained sector for children and young people with Statements of SEN. Kent's rate of placements per 10,000 children is 8.5 compared with 9.6 nationally. The average cost of a child placed is £35,237 for Kent compared with a national average of £46,429. Kent participates in the National Benchmarking Club with other LAs to provide comparative data on the cost and number of placement in the non-maintained sector.

Specialist Teaching Service

The Service took full part in the Children's Services Mapping national pilot commissioned by DFES and ADCS. This pilot aimed to collect information on the range of services coordinated through Children and Young People Strategic Partnership and was developed in direct response to the needs of Local Authority Children's services to describe the nature and cost of their services across England to support the commissioning of children's services and the reconfiguration of resources to develop more integrated approaches. The pilot is now being taken forward nationally for 2008/09.

Education Psychology Service

The creation of Children's Service Authorities (CSAs) is changing the way in which educational services to children and young people are organised and delivered. As a result direct comparisons between services are now more challenging. This is mainly due to the creation of different multi professional teams and the development of matrix management models, which vary across Children Services Authorities. However, the completion of Statutory Action Assessments within the 6 week target period compares very favourably (i.e. 95% in Kent) with other Shire counties across a range from 82% to 99%.

Joint Commissioning Unit

Outcomes indicators 2005-7 for LAC:-

OC2 national outcome indicators for LAC	2005			2006			2007
	KENT	S.EAST	ENG	KENT	S.EAST	ENG	KENT
% LAC L4+ E/M KS2	26.5%	36%	39.5%	24%	38.5%	41.8%	34.6%
% LAC L5+ E/M KS3	26%	27%	27.5%	30.5%	28.5%	30%	24.5%
% LAC 5A*-C KS4	12%	8%	10.8%	12%	10%	11.8%	12.1%
% LAC 5A*-G KS4	46%	39%	40.7%	48%	44%	41.4%	39.3%
% LAC 1A*-G KS4	56%	61%	60%	61%	63%	63.2%	66.4%
% LAC who sat at least 1 GCSE or equivalent	56%	63%	64%	62.4%	64%	65.6%	84.1%
% LAC statement SEN	24.3%	29%	27.3%	25.3%	31%	27.7%	25.3%
% LAC permanently excluded	2.7%	2.6%	0.9%	1%	1%	0.8%	1.0%
% LAC missed 25+ days schooling	18%	12%	12.6%	22%	15%	13.4%	15.6%

Minority Communities Achievement Service
Comparators attached at Appendix 1

Section 17 Crime and Disorder Act

The Attendance and Behaviour Service aims to positively impact upon Crime and Disorder across a range of contexts. These include:

- One of the primary targets of the Attendance and Behaviour Service is to ensure that effective educational provision is made for all pupils. To achieve this, there is a focus on improving attendance, reducing exclusion and ensuring suitable resources are available to enable clusters to make provision for those pupils without educational places. As attendance is a super indicator in terms of improving outcomes for children and young people, these key factors support an agenda of reducing anti-social behaviour of children and young people.
- Targeted support to children and young people known to YOS (through YOS education staff), to ensure all pupils are in employment, education or training therefore improving outcomes and reducing opportunities to engage in anti-social behaviour.
- The Local Authority PRU Curriculum Statement specifies the requirement to include PSHE in curriculum for all PRUs and Alternative Provision. This ensures that input regarding citizenship is received by some of the most vulnerable pupils, most of whom have been permanently excluded from schools.
- Kent Safe Schools delivers a range of programmes that have been evaluated as improving the contribution young people make to society, enhancing likelihood of them becoming a positive citizen and reducing likelihood of a young person failing to engage in Education Employment and Training. These factors will positively impact upon likelihood of engaging in criminal or anti-social behaviour.
- In addition to this, Kent Safe Schools delivers a training programme to parents with Parenting Orders or parents who have Children with ASBO's in a targeted district in the East of the County. The purpose of this intervention is to reduce anti-social behaviour of children and young people within the area.

The Additional Educational Needs & Resources Unit works in partnership with the Attendance and Behaviour Service, special schools and mainstream schools to reduce exclusions and unauthorised absences of children and young people with Statements of SEN and those with LDD from schools and provisions. Where appropriate the Unit works in partnership with the Young Offenders Service to plan provision for children and young people who have been in youth custody. There is a clear understanding and focus on taking action to reduce the potential of any young person to engage or re-engage in criminal activities, including those that are drug related, and/or disorderly conduct.

At a local and strategic level the Specialist Teaching Service works to support children and young people in keeping safe and healthy and making a positive contribution. In particular:

- Analysis of fixed term exclusions, and work with targeted schools has reduced the number of young people who are excluded from secondary schools on a fixed term basis in those targeted areas.
- At a strategic level, staff has supported the development of Managed Moves schemes and in some cases have facilitated these for groups of schools during the early stages of the process.
- The strategic team is responsible for managing tutors for children out of school and for ensuring that reintegration is achieved as quickly as possible.
- Cluster based staff have supported the introduction of SEAL, a whole school approach which aims to increase resilience and emotional intelligence in children and young people.

The Educational Psychology Service is involved in a range of initiatives, which support the development of children and young people's emotional and psychological well-being. It would be anticipated that these will have a positive impact on children's and young peoples emotional literacy and ability to engage with peers, adults and their community in a positive way. Such developments include the Social Emotional Aspects of Learning (SEAL) , the promotion of the Leuven approach and support for the development of front line practitioners through the Solihull Approach.

The Joint Commissioning Unit is the lead CFE education representative on the Crime and Disorder Reduction Partnerships. The work around Domestic Violence contains a significant safeguarding element, along with crime prevention. JCOs support local Domestic Violence Forums and the development of Domestic Violence Abuse Schools' Workers, through Kent Safe Schools.

The work of the SDEA Team as outlined in the sections above has a clear focus on the reduction of substance use and misuse and therefore significantly contributes to the LA's responsibility to consider crime and disorder reduction.

A reduction in the level of absence from school for LAC (from 22% of those looked after at least 12 months missing 25 days or more in 2006 to 15.6% in 2007) has contributed to a reduction (from 11% in 2006 to 9.5% in 2007) in the proportion of LAC who have received a final warning, caution or conviction.

Some commissioned early intervention services outlined above e.g. The Power Project have a clear focus on crime reduction. In Tunbridge Wells Charlton Athletic Football Club runs a 'Positive Futures Programme' including:

- Mentoring young people identified as potentially having difficulty in transition from primary to secondary school.
- A schools' Programme including elements of basic and key skills, literacy and numeracy.
- Community evening sessions in targeted areas, which might be struggling with anti-social behaviour and/or excessive crime figures.

Swale Community Safety Partnership funded two pilot curriculum projects for children and young people at KS2 and 3 to engage them in school and reduce anti-social behaviour.

Minority Communities Achievement Service Advisors contribute to the implementation of the Kent Anti Bullying Strategy. Key actions for 2008-9 planned by MCAS include:-

- Anti Racist Bullying training to be delivered across the County.
- MCAS advisors to provide support for EMAG staff in delivery the new Anti Racist Bullying training package. Impact of this resource will be monitored and evaluated.
- MCAS advisors will be working with other colleagues to produce training for schools on the new monitoring incidents guidance produced by the Police in partnership with safe schools.
- Monitoring and evaluating the impact of the new guidance on Managing Incidents in school.

Equalities and Diversity

Commissioning Division is committed to promoting equality of opportunity, access, value and outcome for all its staff and users and actively contributes to the implementation of KCC's Equality Strategy across the five priority outcomes, see some examples below;

- **Equal and inclusive services**
  - Education Assessment of unaccompanied minors
  - Pilot Gypsy Roma Achievement Programme

- **Participation and involvement**
  - Promoting and facilitating involvement in consultation and participation with CDE and statutory partners
  - Development of a network for extended schools and supplementary schools

- **Safe and free from harassment**
  - Anti-bullying Strategy
  - Community Cohesion

- **The quality of intelligence and monitoring systems**
  - Improving declaration and ascription of ethnicity
  - Advice on the interpretation of performance and other data

- **Reputation as an excellent employer (also see staffing section later in this plan)**
  - Workforce development – specialist skills, training and support

All equality impact assessments have been carried out as necessary with any recommendations highlighted through the process being taken forward by the relevant services. Impact assessment will become embedded within the process of policy and procedure development to ensure equality of access to all services.

Commissioning Division has a lead officer who represents the Division on the CFE Equalities and Diversity Strategy Group and the Impact Assessment Steering Group. The CFE Equality and Diversity Strategy group is responsible for ensuring that the Directorate's polices, practices and services are compliant with relevant legislation across the 6 equality strands of age, ethnicity/race, disability, religion/beliefs, gender and sexuality including:

- Race Relations (Amendment) Act 2000
- Disability Discrimination Act 2005
- Equality Act 2006

Corporate Environmental Performance and Climate Change Adaptation

Business Unit cross-cutting environmental objective	Lead officer	Deliverables / outcomes for 2008/09	Target date
The Directorate has committed to the achievement of ISO 14001 during the course of 2008. As a Division, we will identify the aspects of our operations which give rise to significant environmental impacts and develop action plans to reduce them. The Division will support the implementation of the revised KCC Environment Policy and, as a priority, identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010, Target 42. In the case of climate change we, like the rest of the Directorate, commit to developing an understanding of the risks and issues during 2008/9	Joanna Wainwright	• Identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010 Target 42. • Identify aspects of our operations which give rise to significant environmental impacts and develop plans to reduce them. • Develop an understanding of the risks and issues regarding climate change during 2008/09	Ongoing
SEN Transport – reduce single use taxi journeys	Marlene Morrissey	Reduce vehicles during the school run and develop independence skills in young people to enable them to use public transport to get to school	March 2009

Project / development / key action	Evidence of compliance with KCC Environment Policy	Major climate change impacts on service delivery	Adaptive action in 2008/09 (include lead and target date)
Reducing travel undertaken by Service staff, by increased devolution to localities, and basing staff as close to home as possible	Fewer miles travelled by car. Needs to be balance against need for a quick and time efficient delivery.		• Analysis of mileage claims over the past three years • Analysis of staff diaries to ensure most effective use of time/travel arrangements Lead Elizabeth Williams Target date July 2008
Reducing distances travelled to	Conflicts in some respects with need to ensure that staff		

Project / development / key action	Evidence of compliance with KCC Environment Policy	Major climate change impacts on service delivery	Adaptive action in 2008/09 (include lead and target date)
meetings by ensuring they are area based where possible and encouraging car sharing and use of Park and Ride facilities and public transport if appropriate and available.	have high quality professional supervision and briefing, especially in the context of a geographically dispersed service		
More Information available electronically e.g. Staff newsletter, STS area on Cluster web, use of emails and e-briefings.	Less paper information has been distributed and staff have constant access to information		Development of Online training opportunities, further development of professional information available via Cluster web [Lead Glynis Eley, Barbara Hallam, Andrea White, Suzanne Wilkins] ongoing through 2008/9

SECTION 2: PRIORITIES AND OBJECTIVES

LEAD ROLES

Key Corporate/Directorate Targets		
Plan	**Name of Target in Full**	**Lead Officer**
Attendance & Behaviour Service		
T2010	**Target 12 –** Work with headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools	Peter Heckel
T2010	**Target 17** – Double the number of participants on SkillForce Type activities	Simon Fox
LAA	**Outcome 5** – To increase attendance in Primary Schools	Lindy Whitfield / Eleanor Morgan
CYPP	**Priority 12** – Improve attendance at school	Lindy Whitfield/ Eleanor Morgan
CYPP	**P7 T32** Extend the remit of Family Group conferencing service to incorporate a wider range of needs.	Sally Williamson
CYPP	**P12 T53** Monitor and analyse termly attendance in all schools and deploy EWOs effectively to improve attendance.	Sally Williamson
CYPP	**P12 T55** Continue to develop use of Family Group Conferencing for those families at risk of prosecution for their children's non-attendance at school.	Sally Williamson
CYPP	**P12 T54** Commission Cluster support to further reduce non attendance of pupils.	Sally Williamson
CYPP	**P12 T57** Increase the number of truancy sweeps.	Sally Williamson
CYPP	**P12 T58** Further develop actions to minimise all exclusions through cluster based and County wide approaches.	Sally Williamson
CYPP	**P14 T65** Improve multi-agency co-ordination and support for sick children to minimise disruption to their education.	Sally Williamson
CYPP	**P16 T79** Continue to develop and support alternative educational provision including the expansion of adolescent resource centres and identify work placements for potential and known young offenders.	Sally Williamson
Additional Education Needs & Resources		
T2010	Joint Lead on Target 55 - Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence	Colin Feltham / Michael Thomas-Sam
CYPP	Priority 25:Bring together services in multi agency Children's Trust like arrangements for C&YP who are disabled and those with learning difficulties to generate better life chances and educational outcomes and meet their needs and those of their families and carers	Colin Feltham

Key Corporate/Directorate Targets		
Plan	**Name of Target in Full**	**Lead Officer**
CYPP	P25 T118 Ensure that all children with disabilities and those with learning difficulties have equitable access to CFE services from their early years to transition to adulthood by working with children's centres, the LSC, Connexions and other partners.	Colin Feltham
CYPP	P25 T121 Complete, and implement the review of Special schools and Units (resourced provision) attached to mainstream schools ensuring linkages to the Building Schools for the Future programme and monitor and evaluate its impact.	Colin Feltham
CYPP	P25 T123 Review and improve services	Colin Feltham
Education Psychology Service		
CYPP	P12 T56 Expand programmes on Emotional Intelligence, including SEAL.	Andy Heather
CYPP	P5 T19 Promote emotional health, well being and tackle bullying.	Andy Heather
CYPP	P 6: To identify children and young people (aged 0-15) with emotional and/or psychological difficulties at the earliest possible stage and respond with the most effective support.	Andy Heather
Kent Agreement LPSA2 Target 4	To identify children and young people (aged 5 to 15 years) with emotional and/or psychological difficulties at the earliest stage and respond with the most effective support in order to improve the emotional well- being of the child.	Andrew Heather
Integrated Process		
CYPP	P3 T13 Develop integrated systems to promote, facilitate and enable improved joint working through more co-ordinated and integrated front-line services	Nikki Patient
Minority Communities Achievement Service		
CYPP	P1 T1 Through multi agency, cross sector working, using ICT where possible, share and map information about service needs and provision and use to review and develop resource deployment processes at County and local level ensuring the needs of specific groups including ethnic minorities and gypsy / travellers are identified	Glynis Eley/Liz Williams
Joint Commissioning Unit		

Key Corporate/Directorate Targets		
Plan	**Name of Target in Full**	**Lead Officer**
CYPP	Priority 21 – Improving the educational achievement of looked after children	John Mitchell
LAA	Outcome 3 - Improving the educational achievement of looked after children	John Mitchell
T2010	Target 13- Continue to offer and develop further multi-agency support to parents by helping them with the problems they and their children face in everyday life	Maggie Stephenson
CYPP	Priority 1-Build on strategic and local processes for mapping needs for services against provision, assessing value for money and evaluating effectiveness, to sustain preventative and early intervention initiatives that are effective and enable better commissioning of services	Maggie Stephenson
CYPP	Priority 2-Improve joint working between services and agencies to achieve the best outcomes for children and young people	Maggie Stephenson
CYPP	Priority 3-Develop an inter-agency cross sector strategy to address workforce issues, facilitate integrated working arrangements for front-line services to ensure that the skills developed across the combined workforce meet the varied and different needs of children and young people	Maggie Stephenson
CYPP	Priority 5, Target 21 Improve access to drug, alcohol, smoking cessation and other early intervention services for CYP.	John Mitchell
CYPP CYPP	Priority 22, Target 103 Reduce the number of Looked After Children placed in Kent by Other Local Authorities (OLAs) by engaging with Central Government to influence the national approach and change practice. P2 T8 Introduce the multi-agency common assessment framework for children "at the first sign of difficulty" and link this with the transdisciplinary assessment for the under 6's.	John Mitchell Helen Jones
CYPP	P21 T99 Implement the corporate action plan including the deployment of resources to better meet the needs of children, including prevention of out of county placements and achieving sustained improvements in educational standards for looked after children in line with LPSA2	John Mitchell
CYPP	P21 T100 Undertake activity to promote the educational achievement of LAC including cluster strategies, multi-agency co-operation, tracking and intervention to promote attendance, promoting the role of carers in supporting children's learning and attendance, guidance/ training to front line staff and supporting Elected Members in fulfilling their corporate parenting role.	John Mitchell

Key Corporate/Directorate Targets		
Plan	**Name of Target in Full**	**Lead Officer**
CYPP	P21 T101 Ensure that transition planning for children is robust and fully addresses education and employment opportunities.	John Mitchell
CYPP	P25 T119 Roll out the Kent Early Support Programme, to provide more co-ordinated multi-agency services for children with a disability / developmental delay who are under five.	Carol Tomlinson
	9 – Ensure Children and Young People are safe and feel safe in the communities where they live, go to school, play, work and travel. 10 – To promote the physical, emotional, social, and intellectual development of young children so they flourish at home and school. 11 – Significantly improve performance in primary schools. 12 – To increase attendance in Schools. 13 – Transforming Secondary Education to develop creative and autonomous learners who have access to the best learning opportunities that suit their needs irrespective of background. 14 – Ensure the effectiveness of provision for all children and young people. 17 – Increase the number of young people who have the skills and vocational qualification for work through implementation of the 14-19 strategy. 18 – Establish schools at the heart of their community.	
	24 - Continue to develop Kent's looked after children service to meet the needs of unaccompanied asylum seeking children.	
Local Area Agreement	Support for Targets: LAA1 - To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school. LAA2 - To significantly improve performance in literacy and numeracy in primary schools LAA5 - To increase attendance in primary schools LAA6 - To increase the number of young people who have the skills and vocational qualifications for work	Maggie Stephenson

Detailed action plans relating to T2010 targets can be found at

http://www.kent.gov.uk/publications/council-and-democracy/towards-2010-action-plans.htm

These business objectives are monitored to ensure they will be delivered. Risks associated with potential non-delivery and the controls in place to mitigate those risks, have been assessed and documented as part of the annual operating plan process. A risk plan has been developed as necessary.

CORE SERVICES AND FORECAST ACTIVITY LEVELS

Attendance & Behaviour Service

Core Objective	Core Tasks	Lead Officers
To commission clusters to ensure access to appropriate educational provision for all pupils within the locality including those permanently excluded from school.	• Agree revised formula for distribution of Alternative Provision funding. • Devolve agreed funding for Alternative Provision. • Ensure quality assurance mechanisms are established. Continue to • Support and guidance to clusters or LCSP's regarding Alternative Provision	Sally Williamson
To ensure access to appropriate educational provision is made for all pupils, including those permanently excluded through offering challenge, guidance, advice, monitoring and quality assurance to clusters or LCSP's.	• Establishment of core monitoring team for Alternative Provision. • Dissemination of monitoring documentation to be compiled within localities • On-going monitoring of exclusion rates • On-going reporting to the Schools admissions forum for time taken to place permanently excluded pupils. • Support and guidance to clusters or LCSP's regarding Alternative Provision. • Consideration of cluster or LCSP plans to change existing provision.	Simon Fox / Robert Macfarlane
To ensure access to appropriate educational provision for pupil whose health needs prevent access to mainstream education.	• Ensure continuity of education for 350+ children with health needs through tuition at a base, satellite unit or in the home or through advice to schools. • Offer support to school and other education providers to support inclusion of children with health needs.	Evelyn Green
To improve school attendance of children and young people.	• Continue to disseminate analysed data to cluster or LCSPs to enable targeting of resources. • 250 cases processed through the Magistrates' Courts (Where appropriate). • Issue over 1000 formal letters warning of Penalty Notice if attendance does not improve • Continue to utilise Family Group Conference mechanism for pupils with history of non-attendance. • Identified priority persistent absence schools to reduce PA in line with DSCF recommendations.	Lindy Whitfield / Eleanor Morgan

Core Objective	Core Tasks	Lead Officers
To ensure Children Educated at Home are offered support to ensure their education is of a satisfactory standard	• All pupils being educated at home will have the opportunity of an annual visit. Cases of concern will have more regular contact. • Further pursue parents that fail to provide evidence of suitable education.	Tim Fox
To ensure children of statutory school age, known to YOS are in education, employment and training	• For YOS Education Liaison staff to continue to work with YOS teams and cluster staff to identify pupils requiring support to access education employment and training.	James Barber
To ensure Child Employment regulations and statutory requirements are adhered to and children and young people in employment are safeguarded.	• Contact 1500 employers to raise the profile of child employment legislation. • Provide awareness raising on Child Employment for schools. • To register at least 2500 children for employment. • License 1000 young people, and Matrons, for Performing and Entertaining.	Lindy Whitfield / Eleanor Morgan

Additional Educational Needs & Resources

Hospital Recoupment Expenditure: Provides for the payment of fees for tuition for Kent children and young people staying in hospitals outside of the County. The LA that the hospital in which Kent children receive treatment is geographically based is responsible for charging these fees. There is no requirement for fees to be approved and/or agreed by the LA receiving the charge.

Special Recoupment Expenditure: Reflects payments made to other LAs to meet the special educational needs of around 100 Kent children and young people with statements attending other LA maintained schools.

Special Recoupment Income: Charges to other LAs for the costs of meeting the special educational needs of around 600 children and young people with statements attending Kent maintained schools and independent non-maintained schools.

Payments to Independent and Non-Maintained provisions: Payments made to support the majority of over 200 Kent children and young people with statements placed both on a boarding and day basis at independent and non-maintained provisions.

Statemented Pupil Support: Provision where required of specialist equipment and emergency support for children with AEN/SEN. Monitoring of provision for children and young people children and young people with statements. This includes the Provision Evaluation Officer (PEO) team of 4 centrally based staff who contribute to provision monitoring planning and review processes focusing on specialist placements in the independent and non-maintained sector.

Other Units and Projects: Costed unit/designation support for low incidence needs and support for inclusion projects and initiatives at special and mainstream schools including multi-agency

projects and complex alternative curriculum individual packages. Provision of therapy services with NHS colleagues and pre-school projects.

Special Schools Non-Delegated: To cover primarily catering costs at a number of Kent maintained special schools.

SEN Home to School Transport: Commissioned through the Transport Integration Unit to provide transport to school and educational settings for around 3,560 children and young people with statements where the individual need and/or disability requires it.

Standards Fund: the special educational needs element of the inclusion Standards Fund allocation to Kent.

Management, Administration and Support: Funding to support staffing and support operations at four office locations across Kent. This includes all administrative, commissioning and purchasing activities, the Kent Partnership with Parents service, SEN & Disability Tribunal and Legislative support, SEN ICT and training functions for local, regional and national aspects of the work of the unit.

Specialist Teaching Service

- Facilitate training and development for school and setting staff, to build capacity and promote inclusion
  Forecast
  - 48 Teaching Assistant courses
  - 60 Early Years Courses
  - 30 Specialist courses for teachers, teaching assistants, governors and parents
  - 20 Team Teach training sessions for schools

- Provide monitoring and evaluation of the work of specialist teachers in clusters to ensure appropriate focus for capacity building and promoting independence.

- Provide a professional lead to STS staff in clusters, through training, Performance Management and professional networks
  Forecast:
  - 100% STS staff actively involved in Performance Management
  - 40 Professional opportunities provided through training carousel
  - 48 professional networks provided on an area and dimension basis.

- Enable and facilitate access to whole setting/school curriculum.
- Continue to facilitate, manage and administer local multi agency planning for a [as they develop into new integrated processes

Education Psychology Service

Core Objective	Core Tasks	Lead Officers
1. To support organisational change in the promotion of inclusive practice for all, in schools and their communities.	To deliver psychological services through the guiding Practice Framework to local Children Service Partnerships. To support the development of integrated processes and strategic initiatives including the Single Point of Access, local joint planning and commissioning. To develop and improve with partners, integrated working to achieve positive outcomes for Children Young People and families. within Children Service Partnerships. This includes engagement with comprehensive CAMHS.	County Management Team / Senior Educational Psychologists County Management Team / Senior Educational Psychologists
2. To raise the achievement of all children and young people in Kent, in particular those with • Additional Educational Needs. • Children in Public Care. • Those in other vulnerable groups.	To ensure that Statutory Action Assessment advice is completed within agreed timescales. To develop the evaluation of psychologist impact through the further implementation of the Target Review and Monitoring (TRMF) process. Through Early Support to further develop processes for joint assessment and intervention. To disseminate through whole service core competency training to support wider assessment processes (e.g., Statutory Action Assessment). To contribute to raising quality in early years settings and to the raising of standards through providing support with Communicating Matters to focused projects To continue support to pupils with Communication and Interaction difficulties through the Communication and Interaction steering group (including pupils with ASD). This includes support for parent / carer and teacher training programmes as appropriate and through a professional	Assistant Principals / LEOs County Management Team / Assistant Principal (Jey Monsen) / Senior EPs Assistant Principal (Sarah Hindle) Assistant Principal (Rosemary Rees) Assistant Principals (Rosemary Rees & Sarah Hindle)

Core Objective	Core Tasks	Lead Officers
	contribution to strategic development of C&I services.	
	To continue with Year 2 of the implementation of the Trainee Educational Psychologist programme to build psychological capacity to clusters.	Assistant Principal (Jey Monsen)
3. To continuously improve efficiency, accountability and communication with all relevant stakeholders	To continue the efficient and effective use of information technology through the Technical Refresh Process (TRP) including EMS, Impulse, Outlook and the service website as part of Clusterweb. To consider the use of new technologies such as A2K. To ensure that communication is aligned with data protection and freedom of information protocols.	Head of Service / Assistant Principals Head of Service / Assistant Principals / Senior EPs
4. To provide strategic / management support for schools in dealing with Crisis and or Critical Incident	To enhance the service capacity to ensure that all school communities have access to high quality psychological support in the event of a crisis.	Head of Service /Crisis Support Co-ordinators
5. To provide psychological advice to support AEN& R decision making processes including County and Specialist panels.	To ensure service representation on County Panels and as appropriate, SENDIST tribunals.	Head of Service / Assistant Principals / Senior EPs

Joint Commissioning Unit

Provide advice, guidance, facilitation and support with regard to joint planning and commissioning at a local level in support of the developing LSCPs.

- LCT pathfinder localities - Shepway, Maidstone and Tunbridge Wells
- 19 developing LSCPs across all remaining localities in Kent
- Key partner organisations requesting input on joint planning and commissioning tools

Provide advice, guidance, facilitation and support to the joint planning and commissioning of early intervention and preventative services for CYP and their families

- 12 Consortia

Provide advice, guidance, facilitation and support to the joint planning and commissioning of specialist services for CYP and their families

- UASYP Education assessment service
- Units and designations review
- LAC services e.g. mentoring service

Provide training and advice on the ECM agenda

- clusters and schools on request
- School governors as part of the governor training programme
- Local partners and stakeholders on request
- Other service and agency professionals on request

Provide advice, guidance, facilitation and support to the development and delivery of drugs education across the county

- Generic and bespoke training to schools and clusters and other professionals as requested
- Input into policy and practice development with regard to substance misuse

Provide advice, guidance, facilitation and support to the development and delivery of services to support the improvement in the education of Looked after Children

- Generic and bespoke training to school, clusters and other professionals, parents and carers
- Direct support to schools on specific issues related to the education of LAC
- Input into policy and practice development in the area of improving the education outcomes of LAC
- Data and information collection and analysis in collaboration with MI colleagues.

Minority Communities Achievement Service

Provide an education assessment service for unaccompanied asylum seeking children and young people

200 unaccompanied asylum seeking children and young people are assessed to ensure a report is presented at their first review

(Accountable Manager: Manager, Education Assessment Service)

Provide support to ensure access to an education or training placement

150 unaccompanied asylum seeking children and young people are supported in the transition to an education or training placement.

(Accountable Managers: Advisors for Refugee and Traveller Achievement, Manager, Education Assessment Service)

Provide support for children (of statutory school age) in order to ensure access to

education.
300 minority ethnic children are supported in accessing education through the Children Missing Education Protocol.
(Accountable Manager: Advisors for Refugee and Traveller Achievement)

Provide support for children at risk of not sustaining access to education.
130 minority ethnic children are supported in sustaining access to education.
130 referrals MCAS result in multi-agency action to enable children to remain in education.
(Accountable Manager: Advisors for Refugee and Traveller Achievement)

Support for CFE Services and statutory partners to ensuring accessibility of consultation and involvement activities.
30 service, policy or project consultations are enabled to seek and include the views of BME communities.
(Accountable Manager: Advisors for Refugee and Traveller Achievement and Advisors for Minority Ethnic and Bilingual Achievement)

Provision of specialist advice to promote accessibility of services to raise achievement of minority ethnic children and young people.
300 multi-agency training sessions or forums or meetings include a focus on Black and Minority Ethnic Groups.
(Accountable Manager: Advisors for Refugee and Traveller Achievement and Advisors for Minority Ethnic and Bilingual Achievement, Education Assessment Service Manager)

Provision of professional development activities to maintain high level specialist skills within the LA.
60 CPD sessions are facilitated at LA, locality and school level.
(Accountable Manager: *Advisors for Refugee and Traveller Achievement and Advisors for Minority Ethnic and Bilingual Achievement, Education Assessment Service Manager*

Provision of advice on the interpretation of performance and other data to facilitate targeting of services in the locality.
14 Cluster EMAG Provisions include actions as a result of analysis of performance and other data.
(Accountable Manager: Advisors for Minority Ethnic and Bilingual Achievement)

Commissioning - General

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
199.5	4.0	Commissioning - General	5.0	505.8	1,134.0		1,639.8	-490.6	-123.8	1,025.4	CW
199.5	4.0	Controllable Totals	5.0	505.8	1,134.0	0.0	1,639.8	-490.6	-123.8	1,025.4	
		Memorandum Items									
		Central Overheads								16.8	
		Directorate Overheads								27.4	
		Capital Charges									
199.5	4.0	Total Cost of Unit	5.0	505.8	1,134.0	0.0	1,639.8	-490.6	-123.8	1,069.6	

Additional Educational Needs & Resources

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
244.0	0.0	Hospital Recoupment Expenditure	0.0	0.0	244.1		244.1	0.0		244.1	MD
1,416.1	0.0	Special Recoupment Expenditure	0.0	0.0	1,416.0		1,416.0	0.0		1,416.0	MD
-2,954.6	0.0	Special Recoupment Income	0.0	0.0	0.0		0.0	-2,954.6		-2,954.6	MD
9,459.3	0.0	Payments to Independent and Non-Maintained	0.0	0.0	10,983.1		10,983.1	-697.3		10,285.8	MD
2,338.4	28.1	Statemented Pupil Support	27.1	1,501.0	3,289.8	132.1	4,922.9	-2,415.9		2,507.0	MD
4,704.9	55.8	Other Units and Projects	43.3	3,041.6	1,601.6		4,643.2	0.0		4,643.2	MD
401.0	6.1	Special Schools Non-Delegated meals	6.1	378.2	202.6		580.8	-181.2		399.6	MD
315.4	10.1	Partnership with Parents	10.1	220.1	121.6		341.7	0.0		341.7	MD
14,806.2	0.0	SEN Home to School Transport	0.0	120.3	15,362.9		15,483.2	0.0		15,483.2	MD
281.1	0.0	Standards Fund (ABG)	0.0	562.9	47.3		610.2	0.0		610.2	MD
2,643.5	71.5	Management, Administration and Support	84.5	1,723.5	849.1		2,572.6	0.0		2,572.6	MD
33,655.3	171.6	Controllable Totals	171.1	7,547.6	34,118.1	132.1	41,797.8	-6,249.0	0.0	35,548.8	
		Memorandum Items									
448.1		Central Overheads								4,021.8	
633.8		Directorate Overheads								698.0	
		Capital Charges									
34,737.2	171.6	Total Cost of Unit	171.1	7,547.6	34,118.1	132.1	41,797.8	-6,249.0	0.0	40,268.6	

Attendance and Behaviour Service

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
4,071.0	107.0	Pupil Referral Service	108.9	3,587.1	696.0		4,283.1	0.0	-168.0	4,115.1	CW
1,135.7	0.0	Individual Tuition - Exclusion	0.0	1,164.1	0.0		1,164.1	0.0		1,164.1	CW
376.0	6.0	Management, Administration and Support	8.4	204.8	97.7		302.5	-20.0		282.5	CW
1,593.0	73.5	Alternative Curriculum (+ Childrens Fund)	110.9	3,477.8	1,866.5	1,913.0	7,257.3	-5,103.9		2,153.4	CW
225.0	0.0	Skills Force	0.0	0.0	0.0		0.0	0.0		0.0	MD
370.8	0.0	Multi Agency	0.0	0.0	370.8		370.8	0.0		370.8	CW
1,466.8	48.0	District Teams	19.4	865.1	110.0		975.1	0.0		975.1	CW
1,173.5	24.3	Health needs education service	23.5	1,230.8	126.7		1,357.5	0.0		1,357.5	CW
282.9	5.4	Vulnerable children - base funded	10.8	528.6	108.3		636.9	0.0		636.9	CW
271.0	5.4	Vulnerable children - CSG funded	0.0	0.0	0.0		0.0	0.0		0.0	CW
80.0	0.0	School Development Grant - Standard fund	0.0	0.0	0.0		0.0	0.0		0.0	CW
11,045.7	269.6	Controllable Totals	281.8	11,058.3	3,376.0	1,913.0	16,347.3	-5,123.9	-168.0	11,055.4	
		Memorandum Items									
187.7		Central Overheads								167.5	
265.4		Directorate Overheads								273.0	
		Capital Charges									
11,498.8	269.6	Total Cost of Unit	281.8	11,058.3	3,376.0	1,913.0	16,347.3	-5,123.9	-168.0	11,495.9	

Specialist Teaching Service

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
2,100.0	54.9	Head of Service - Management and Admin	40.4	1,747.0	155.8	14.2	1,917.0	-37.5	-123.0	1,756.5	CW
282.9	12.9	Portage	12.9	319.5	40.5		360.0	-96.3		263.7	CW
56.1	1.6	Early Years - Inclusion & Equalities - base	1.6	55.2	2.3		57.5	0.0		57.5	CW
342.5	5.0	Early Years - Inclusion & Equalities - sure start funded	5.0	260.1	82.4		342.5	0.0		342.5	CW
25.0	0.5	Vulnerable children - base funded	1.0	48.7	1.9		50.6	0.0		50.6	CW
25.0	0.5	Vulnerable children - CSG funded	0.0	0.0	0.0		0.0	0.0		0.0	CW
249.1	0.0	School Development Grant - Standard fund	0.0	0.0	0.0		0.0	0.0		0.0	CW
3,080.5	75.3	Controllable Totals	60.8	2,430.5	282.9	14.2	2,727.6	-133.8	-123.0	2,470.8	
		Memorandum Items									
39.4		Central Overheads								27.9	
55.7		Directorate Overheads								45.5	
		Capital Charges									
3,175.6	75.3	Total Cost of Unit	60.8	2,430.5	282.9	14.2	2,727.6	-133.8	-123.0	2,544.2	

Educational Psychology Service

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
3,358.6	61.6	Educational Psychologists	61.6	2,946.2	160.2		3,106.4	-10.0		3,096.4	CW
174.2	14.1	Management, Administration and Support	14.1	472.2	126.4		598.6	-84.0		514.6	CW
0.0	0.0	Every Child Matters - base funded	0.0	31.0	34.0		65.0	0.0		65.0	CW
3,532.8	75.7	Controllable Totals	75.7	3,449.4	320.6	0.0	3,770.0	-94.0	0.0	3,676.0	
		Memorandum Items									
42.6		Central Overheads								38.6	
60.3		Directorate Overheads								63.0	
		Capital Charges									
3,635.7	75.7	Total Cost of Unit	75.7	3,449.4	320.6	0.0	3,770.0	-94.0	0.0	3,777.6	

Minority Community Achievement Service

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
164.8	3.5	EMAG Strategic - Standards Fund	3.0	143.0	7.0		150.0	0.0		150.0	CW
533.1	7.5	MCAS - Base Budget	4.5	440.7	84.3		525.0	-95.7		429.3	CW
514.6	0.0	Vulnerable Children - base funded	20.8	942.8	55.7		998.5	0.0		998.5	CW
478.0	23.9	Vulnerable Children - CSG funded	0.0	0.0	0.0		0.0	0.0		0.0	CW
1,690.5	34.9	Controllable Totals	28.3	1,526.5	147.0	0.0	1,673.5	-95.7	0.0	1,577.8	
		Memorandum Items									
21.1		Central Overheads								17.1	
29.9		Directorate Overheads								27.9	
		Capital Charges									
1,741.6	34.9	Total Cost of Unit	28.3	1,526.5	147.0	0.0	1,673.5	-95.7	0.0	1,622.8	

Joint Commissioning Service

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
1,221.2	15.5	Management and Projects	14.0	1,031.4	93.9		1,125.3	0.0		1,125.3	CW
248.0	4.0	Vulnerable children - base funded	8.0	402.6	167.4		570.0	0.0		570.0	CW
248.0	4.0	Vulnerable children - CSG funded	0.0	0.0	0.0		0.0	0.0		0.0	CW
1,717.2	23.5	Controllable Totals	22.0	1,434.0	261.3	0.0	1,695.3	0.0	0.0	1,695.3	
		Memorandum Items									
25.3		Central Overheads								17.4	
35.8		Directorate Overheads								28.3	
		Capital Charges									
1,778.3	23.5	Total Cost of Unit	22.0	1,434.0	261.3	0.0	1,695.3	0.0	0.0	1,741.0	

PROJECTS, DEVELOPMENTS, KEY ACTIONS

The Managing Director is authorised to negotiate, settle the terms of and enter into the following agreements/projects (in consultation with the relevant Cabinet Member/Leader/etc).

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Attendance & Behaviour Service				
To reduce primary absence	Lindy Whitfield / Eleanor Morgan	LAA – outcome 5	Reduce primary absence to 4.69%	Sept 2008
To reduce number of schools within LA meeting current criteria for Persistent Absence	Lindy Whitfield / Eleanor Morgan	DCSF initiative	Reduce number of schools within LA meeting current criteria for Persistent Absence by 50%.	Sept 2008
Improve attendance of Looked After Children through work of LAC EWOs.	Lindy Whitfield	CYPP – target 21	Reduce persistent absence rates for LAC by 2%	March 2009
To reduce bullying and enhance monitoring processes.	Peter Heckel	T2010 – target 12	On-line school incident reporting system operational Two additional clusters engaged in Safe Cluster accreditation scheme On-line anti-bullying pupil survey undertaken	April 2008 Sept 2008 Nov 2008
Increase use of Restorative approaches in educational settings	Peter Heckel/James Barber	T2010 – target 12	Managing Incidents Policy finalised *Promotion of restorative cultures guidance for schools.*	Sept 2008 From April 2008
Procure additional 100 places on skillforce type programmes on behalf of schools	Simon Fox	T2010 – Target 17	400 places available to schools	Sept 2008
Reduce number of children missing education through enhanced identification and monitoring	Lindy Whitfield/ Jean Howland	CYPP – Priority 14 DCSF requirement	Reduction in time from identification to placement by 10%	From April 2008

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Monitor schools and clusters' implement-ation of the In Year Fair Access Protocol to ensure pupils are able to quickly and fairly secure education places.	Sally Williamson	DCSF requirement and T2010 – Priority 12	For all clusters or wider partnerships to have Fair Access Panels established. For all pupils with Fair Access status to successfully access an education place.	
Monitor individual arrangements for In-Year Fair Access and support localities in ensuring these are fully operational	Sally Williamson	DCSF requirement	Re-education in time taken to secure educational provision for pupils permanently excluded from school 10% Reduction in permanent exclusions	Sept 2008 March 2009
Reduce number of young people known to YOS who become NEET post 16.	James Barber	CYPP – Priority 14 CYPP - Priority 16	Reduce numbers by 2%	March 2009
Reduce permanent exclusion through using resources more flexibly and utilising range of reintegration strategies to more effectively meet the needs of all pupils.	Bob Macfarlane/ Simon Fox	CYPP – priority 12 DCSF priority	10% reduction in permanent exclusions	March 2009
Increase range of training packages available to increase capacity in early years settings, Fe colleges and schools	Evelyn Green	CYPP – Priority 14	*Educational settings feeling more confident regarding issues of inclusion for pupils with health needs following training.*	March 2009
Ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence.	Head of AEN&R	Lead on T2010 Target 55 for CFE jointly with KASSD	Performance Indicator benchmark set following survey. New Transition Protocols implemented	April 2008 Sept 2008

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
To commission 52-week multi-agency provision in Kent for children and young people where this is a requirement and where currently this necessitates independent sector provision.	Head of AEN&R	Supporting Independence Health - Tier 4 CAMHS KCC Annual Plan Section 4 – Learning for Everyone CYPP Priority 2	Multi-agency agreement in place Children and young people for whom the provision is required identified. Project plan compiled and presented to senior officers and Members	March 2009
Ensure the LA is able to carry on effectively with those activities previously undertaken by the Regional Partnership that complement the work undertaken through the Kent SEN Hub and the National Strategies	County AEN Manager (Resources)	LINKS	*Seamless transition of the appropriate work from the Regional Partnership to the Unit's mainstream work achieved.* Kent bid for SEN Hub funding for 2008/9 submitted	Sept 08 June 08
Develop formal protocols for working with Social Care colleagues to ensure shared contracting of and monitoring arrangements for children's placements	County AEN Manager Resources	LINKS	*Contracting and monitoring of whole school and individual CYPP have a joint agency focus.* *Quality, value for money decisions can be taken for CYPP who have Statements and who are Looked After*	Dec 08
Review the SEN Transport policy with a view to creating one Transport policy for all children and young people. Re-negotiate and review the service level agreement with Transport Integration to ensure contracts are let in efficient and effective manner, ensuring that children and young people have access in a timely manner to	County AEN Manager (Resources)	V4K – Environmental target	Children and young people have transport available that is suitable to their needs and takes them to school and from school in a timely manner *Parents and carers are happy that the arrangements provide safety and security and that they are put in place as quickly as possible* *Contracts provide good value for money*	March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
transport that meets their needs, is safe and secure and represents good value for money			Number of single use taxi journeys reduced by 5% *There is consistency and equity across the County*	
Extend the Communication and Assistive Technology service and equipment loan bank across West Kent with Children's Social Service, Health colleagues and the voluntary sector.	SEN ICT Manager	KCC Annual Plan/V4K Section 4	Training delivered for LCSP staff to enable advice to be *provided to schools on simple technological assessment.* Shared equipment loan bank set up.	March 2009
Develop, commission and implement IMPULSE database and information systems improvements to support Commissioning Division units operationally and links with other information systems in Children Families and Education. Commission and implement an Annual Review of Statement module	County AEN Manager (Resources)	Management Information and other Commissioning Support Services	Annual Review module commissioned and implemented. *Training provided.* *Reporting analysis in place.*	March 2009
Continue the review of the role and funding of SEN Units/designations in the context of the range of provision and support for children with special educational needs, the review of special schools and out-county provision, partnership with the independent sector and the meeting of very severe and complex needs in mainstream schools.	Head of AEN&R County AEN Manager (Resources) County AEN Manager (Operations)		Children and young people in Phase 1 areas have access to an expanding continuum of provision that includes new provisions and improved outreach/in-reach services Lead schools and Local Children's Services partnerships in Phase 1 have begun the process of developing new arrangements for meeting children and young people's needs	March 2009 (on-going)

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
			Increased confidence amongst Phase 2 schools in policy and contributing to the process of developing their arrangements for meeting children and young people's needs ready for implementation in September 2009 Communication and Interaction therapy provision mapped across County to support the lead school, integrated working arrangements and special schools' needs	
To improve partnership working between AEN & R and the Children with Disability Teams. To improve partnership working between AEN & R and LAC teams to improve the education of children in care with SEN	Head of AEN & R County AEN Manager (Operations)	CYPP Kent Agreement/The Kent Partnership	Improved understanding of roles and responsibilities. Co-location of teams. Better understanding and partnership working to improve joint planning for children and young people with LDD.	March 2009
Review residential criteria for placement of Kent CYP at residential special schools and all provision types working with social care and health colleagues to compile and agreed new residential criteria covering all provisions.	Head of AEN&R County AEN Managers		All service residential criteria compiled and agreed. Multi-agency decision-making in place for all residential placements/experiences including all special school and care placements	March 2009
Review admissions criteria and placement numbers for Kent maintained special schools	Head of AEN&R County AEN Managers		Revised Transition Plan compiled for each maintained special school. Review of admissions to date to inform revised TP.	March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Review special school formula funding informed by revised admission criteria and placement numbers	Head of AEN & R		Revised formula proposals presented to Members, Schools Forum, DFFG, SMT for agreement	April 2009
Coordinate a pupil voice conference for C&YP with SSEN in secondary provision to support them in designing information for other C&YP who are about to transfer to maximise the opportunities information and communication technology to provide for personalised and work-based learning	PwP Manager	CYPP	Pilot area agreed with Local Children's Service Partnerships. Project group formed including C&YP and supporters Event held producing ideas Materials developed and piloted Materials made available to all C&YP	April 08 July 08 Nov 08 March 09 Sept 09
Implement a rolling programme of cross country training workshops and casework surgeries for parents of children with AEN to improve the engagement of children, young people and their families in service design and delivery and empower and support effective parenting.	PwP Manager	CYPP V4K	Plan agreed to most effectively increase access to service Pilot workshops held Full programme implemented	April 08 July 08 Septem ber 08
Develop and implement coaching workshop to increase parental confidence in service developments	PwP Manager	KCC Annual Plan Section 4	Programme developed and piloted with group of parents At least 3 workshops held across Kent	October 08 Jan 09
Review, revise and obtain agreement to implement revised SA templates for all need types.	AEN & R Manager (Operations		Develop criteria, consult with partners and ensure delivery of a training module to support implementation across Kent	March 09

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
To agree, approve and implement LA ICT SEN policy as well as revised ASD policy, ADHD and speech and language policy.	AEN & R Manager (Operations)		Policies, written, consulted on and approved	March 09
To review ACP for C & YP with SSENs ensuring a robust referral route and monitoring and evaluation of outcomes and progress. To ensure that all post 16 young people have a transition pathway	AEN & R Manager (Operations)		Transition plans in place for all post 16 young people with SSEN	March 09
Develop a PwP publicity strategy to raise the profile of the service especially to vulnerable groups increasing the profile with schools and settings	PwP Manager		Strategic plan developed and implemented to ensure information is available to parents through a range of sources. Monitoring of schools intake to determine profile Strategy evaluated and used to amend strategy	March 08 March 09

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Specialist Teaching Service				
1. Contributing to the commissioning framework to ensure the effectiveness of the specialist teacher input.	Glynis Eley Elizabeth Williams	**Towards 2010** **Kent CYPP:** P1, P25.	• Relevant data sets and analysis of CYP with LDD are included in the commissioned framework. • The minimum expected levels of quality activities for CYP with LDD are defined. • Processes and timescales for monitoring and evaluation are identified and defined.	September 2008 [phase one and ongoing]
2. Supporting and developing the Aiming High for Disabled Children: Better Support for Families agenda.	Suzanne Wilkins Andrea White Glynis Eley Barbara Hallam	**Towards 2010** Target 13, 14 **Kent CYPP**: P2, P25.	• Parents/carers and CYP with LDD report that the work of specialist teachers informs, consults and empowers them. • Parents/carers and CYP with LDD are provided with the opportunity for active participation in planning and evaluation. • Examples of good practice in relation to early and targeted specialist interventions are shared with locality children's' services teams.	March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
3. Supporting and developing approaches to ensure better outcomes for CYP with BESD through links with work of CAMHS strategy, Attendance and Behaviour Strand of the National Strategy and links with the Youth Justice System.	Glynis Eley	P25.	• High quality training delivered in a coherent framework on a multi agency basis • Established working practice with ASK colleagues and YOS • Improved outcomes at end of key stages for CYP with BESD	March 2009
4. Ensuring Leadership structures and processes are in place to drive a continuous cycle of improvement.	Glynis Eley Elizabeth Williams	CYPP priories 1,2 and 3	• Models of performance management for teaching and non-teaching staff are made available. • Systems of support and monitoring of arrangements for performance management and professional supervision are defined.	September 2008 [phase one] And ongoing
5. Developing existing services to take account of integrated working and reshape service delivery.	Glynis Eley	**Towards 2010** Target 13 **Kent CYPP** P1, P2, P3 P25	• The high-level expertise functions are defined to support and inform the reshaped services. • Models of allocation of staff to Locality Children's Teams developed and consulted upon. • Existing multi agency planning for a [MAEYM and DIF] fully developed in the context of integrated processes.	

Project / Development / Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Education Psychology Service				
1. LPSA 2 To deliver psychology service support to the LPSA2 Target 1 "*To promote the emotional, social and intellectual development of young children so they flourish at home and at school*" through the collection and analysis of data (2nd cohort) from Year R child populations in the target districts of Swale, Dover and Gravesham districts.	S Hindle A Heather J Monsen	ECM (iv) LAA (1) CYPP (Priority 10)	Completed collection, monitoring and quality assurance of 1500+ assessments undertaken by the Research Assistant team to enable statistical comparisons to be made with initial dataset Completion of data analysis	July 2008 Sept 2008
2. Well-being, Emotional Literacy and Psychological Health In collaboration with Behaviour and Attendance consultants to enable the successful implementation of SEAL in secondary pilot schools To enhance the capacity of the service to support the development of secondary SEAL at cluster level.	R. Rees	CYPP (Priority 5 & 12) ECM (ii), (iii) & (iv) CYPP (Priority 5 & 12) ECM (ii), (iii) & (iv)	Impact of co working demonstrated through the Target Monitoring and Review process One day training for the whole service in partnership with Attendance and Behaviour consultants.	March 2009 March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
3. Integrated Processes To support the implementation of the Common Assessment Framework and Lead Professional function within localities	CMT & Senior EPs	CYPP (Priority 2) ECM (cross cutting)	To support the training for CAF and Lead Professional to a wide range of multi agency partners. Systems and support networks to include exploration of coaching/ Video Interactive Guidance and support to Solihull approach training and practice development as processes within localities. This is to facilitate the change management involved with raising awareness, implementing and embedding the Common Assessment Framework process.	Ongoing to March 2009 Ongoing to March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Integrated Process				
ContactPoint	Nikki Patient	CYPP (Priorities 2, 3 and 8) ECM (cross-cutting)	To maintain commitment from key partners to ContactPoint and engage partners in the voluntary community and private sector. To develop a training strategy for roll out of training to identified groups of staff. To ensure that plans for high and medium priority data sources are made to enable integration with ContactPoint. To embed use of ContactPoint within existing policies and procedures. To communicate information about ContactPoint to practitioners and children, young people and their families. To receive deployment of ContactPoint from the national team.	Ongoing to March 2009 Summer 2008 Winter 2008 Winter 2008 Ongoing to March 2009 Jan-April 2009
Common Assessment Framework/Lead Professional	Mary Burwell	CYPP (Priority 2) ECM (cross-cutting)	To extend the training plan (phase 2) to ensure multi-agency practitioners have the opportunity to access training to support the implementation of CAF and Lead Professional	Ongoing to March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
			To raise awareness with managers, who do not directly deliver front-line services, to empower and support the implementation of CAF and Lead Professional. To develop materials to promote and raise awareness of CAF and Lead Professional with a wider audience including parents/carers, children and young people. To review the development and implementation of the eCAF interim solution to ensure it meets the immediate needs and raise awareness of the	April 2008 – March 2009 Ongoing to March 2009
			national eCAF due to be implemented in late 2009. To develop quality assurance processes for CAF	Ongoing to March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Resource Directory	Mary Burwell		To monitor and evaluate the impact of the CAF/Lead Professional roll out across the county To ensure that there are clear CAF pathways in every Local Children's Service Partnership (including local co-ordination) Establish a network to support staff undertaking CAF/Lead Professional functions Working in partnership with Youth Services, further develop the Children and Young People's Services and Activities Database to ensure that information on a wide range of services is available to children, young people, parents/Carers and practitioners from the Kent Resource Directory website.	Ongoing to March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
1. Service Effectiveness				
To revise the Kent Educational Psychology Service Practice Framework within the developing context of Local Children Service Partnerships and integrated processes to ensure clear evidence based / informed consultative psychological practice.	Jey Monsen	CYPP (priority 2 & 3) ECM (cross cutting)	Needs analysis undertaken via a working group to survey current practice including perception of key stakeholders. Revision of the KEPS Practice Framework to ensure delivery of high quality psychological services within local Children's Service Partnerships Consultation with the service and stakeholders Whole service training.	Sept 2008 Jan 2009 Jan 2009 March 2009
To support the further development of service self review procedures including the parental survey	CMT	CYPP (priority 2 & 3) ECM (cross cutting)	Enhanced service self review procedures	March 2009
Revision of Appendix D psychological advice proforma and guidance to Educational Psychologists	CMT/Jey Monsen		Formulation of re-drafted proforma and associated guidance which takes into account views of commissioners.	Feb 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
2. Supporting Children and Young People with Learning Difficulties and Disabilities.				
To identify factors which support parental confidence so that pupil needs can be meet without recourse to Statutory Action assessment procedures.	CMT	CYPP (Priority 2& 25) ECM (i&iv) CYPP (priority 2) ECM (i)	Report with recommendations focused on how to develop parental confidence that their child's Additional Educational Needs can be met at School Action/School Action plus (eg at points of transition)	March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Joint Commissioning Unit				
Facilitate and contribute to the development and implementation of a joint planning and commissioning framework to deliver the multi-agency aspect of the CYPP through the developing Local Children's Services Partnerships	Maggie Stephenson	CYPP Priority 1/LPSA2	Local strategies in place in line with the strategic Kent Children's Trust Joint Commissioning Framework	Phase 1-Sept 2008 Phase 2- March 2009
Lead and facilitate the roll out of the Results Based Accountability approach across the county, with particular reference to its implementation in the Local Children's Services Partnerships	Helen Goody	CYPP Priority 1 & 2/LPSA2	Local Children's Services Partnerships to hold events to develop priorities and actions for local Children & Young People's Plans using the RBA approach RBA DVDs purchased Experience and skills to be shared across all partnerships	4 events in March and April 2008 Jan 2008 Sept 2008
Jointly plan, commission and oversee integrated processes and working e.g. CAF, Targeted Youth Support, Connexions to support vulnerable children and young people in partnership with CFE and Communities colleagues and other key stakeholders	Helen Jones	CYPP Priorities 1,2, 3 and 7/LPSA2	Targeted Youth Support pilot implemented in 2/3 areas with full roll out by December 2008 Outcomes achieved against Connexions contract and plan in place for the commissioning of Connexions Services from 2010	Phase 1- March 2008 Phase 2- Dec 2008 April 2008

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Continue to contribute to the development of Round 2 and 3 Children's Centres with a focus on the joint planning and commissioning of services to deliver the core offer, particularly to the most vulnerable families	Maggie Stephenson	CYPP Priority 2 and 7	Designation status achieved Business plans for all Round 2 centres agreed Centre staff appointed Work with strategic and local partners to map, reshape, redesign and recommission services as appropriate to deliver the core offer in the most effective and efficient manner at a local level	March-June 2008 April 2008 Sept 2008 Sept 2008
Recommission mentoring service for looked after children if initial pilot is successful and funding is available	John Mitchell	CYPP Priority 21; LAA Outcome 3	Minimum 30 LAC matched with mentors Cost of extending scheme included in costings for Kent Pledge for LAC Evaluation report Recommission subject to evaluation and future funding	Aug 08 Done Aug 08 Sept 08
Repeat incentive scheme for year 11 students looked after by KCC, following successful pilot in 2006/7	John Mitchell	CYPP Priority 21; LAA Outcome 3	Letters from Managing Director to all students involved and to their headteachers Incentive payments made in consultation with young people's schools and CSS	Jan 08 Oct 08
Support the planning and implementation of an integrated service to enhance the health, education and wellbeing of looked after children in Kent	John Mitchell	CYPP Priority 21; LAA Outcome 3; Kent Pledge for LAC	Service specification and service outcomes agreed Phased implementation under the direction of the Project Board and CFE SMT	From Apr 08

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Implement a tool drawing on Results Based Accountability methods to enable clusters to assess and enhance the impact of local strategies to improve the educational achievement of LAC	John Mitchell	CYPP Priority 21; LAA Outcome 3; Kent Pledge for LAC	Tool used in all 23 clusters / localities	Mar 09
Extend training to enhance capacity of schools to promote the achievement of LAC	John Mitchell	CYPP Priority 21; LAA Outcome 3; Kent Pledge for LAC	Increase proportion of designated teachers attending training / updates All DT's receive guidance	Mar 09
Increase number of schools identify a lead governor and adopt KCC model school policy for LAC	John Mitchell	CYPP Priority 21; LAA Outcome 3; Kent Pledge for LAC	Increase percentage of schools with lead governor and school policy in place	Mar 09
Support clusters in implementing mechanisms to ensure the voices of LAC inform planning and delivery of services	John Mitchell	CYPP Priority 21; LAA Outcome 3; Kent Pledge for LAC	Mechanism in place in clusters	Mar 09
Contribute to significant strategic developments e.g. domestic violence, CDRPs	Maggie Stephenson	CYPP Priority 2	Progress made in relation to various action plans	Mar 09
Contribute to the development of models and working frameworks for phase 1 of integrated working teams	Maggie Stephenson	CYPP Priority 2	Integrated model agreed and implemented for phase 1	Sept 08
Contribute to the development of Local Children's Services Partnerships and support transitional arrangements	Maggie Stephenson	CYPP Priority 2	Local Children's Services Partnerships in place with an agreed plan	Sept 08

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Support the continued roll out of the Early Support Programme	Carol Tomlinson	CYPP Priority 25	Produce key worker guidance Key worker service in place Ensure parental input into all LIGS	July 08 Jan 09 ongoing
Ensure that schools are updated and able to implement national and local strategies and best practice in respect of drugs education	Carol Tomlinson	CYPP Priority 5	Provide guidance and support to schools in implementing the recommendations of the Young People's Alcohol Strategy and National Drugs Strategy, including workshops/conferences for the Local Children's Services Partnerships Provide guidance and support for schools on recommendations arising from the Kent Alcohol Select Committee Provide guidance and support to schools on findings from 'Blueprint', the national pilot to look at 'what works' in drugs education. Incorporate findings from 'Blueprint' into modular and INSET training	Dec 2008 May 2008 Dec 2008

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Evaluate and roll out, where appropriate successful drugs education projects	Carol Tomlinson	CYPP Priority 5	Evaluate pilot Tier 2 project in schools and report on lessons learnt for practice in other schools Evaluate normative education project and report on lessons learnt for practice in schools Complete transference of learning booklets for parents and develop measures for measuring the impact of this initiative	July 2008 July 2008 Oct 2008
Build and maintain the capacity of schools to deliver the new PSHE strategy and achieve and maintain healthy Schools status	Carol Tomlinson	CYPP Priority 5	Incorporate reference to the new PSHE strategy, when agreed, into INSET and modular training Work with schools and local Healthy Schools groups to deliver training and support to schools in line with locally identified need	June 2008 Ongoing

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
Minority Communities Achievement Service				
Workforce Development **a) HLTA – EAL** **b) TA-CPD modules extended beyond induction at primary and secondary phases** **c) School Support Staff Development**	Advisors	Contributes to CYPP	a) In partnership with Canterbury ChristChurch University a combined HLTA/EAL course has been developed and piloted in one or more Local Children Strategic Partnership areas. b) Teaching Assistants have improved knowledge and skills in supporting curriculum access for children with EAL. c) Equality and diversity training for school support staff is developed and piloted in one or more local Children Strategic Partnership areas. School Support Staff enabled and again confidence in supporting Minority Ethnic parents / carers.	March 09 Dec 08 March 09
Community Engagement and Involvement **Links between supplementary schools and extended schools are developed** **Transition to LCSP** **Realignment of service within a framework to commission**	Head of Service Advisors	CYPP Priority 18	Mapping of supplementary schools in Kent and links identified to extended schools in localities. Community cohesion enhanced. Effective practice identified where extended schools are inclusive of BME communities.	March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
improved outcomes for CYP within LCSP			Service realigned and delivery within the context of LCSP. Strategic functions, service outcomes and delivery model clearly defined.	Sept 2008
Unaccompanied Minors **a) Review of the Education Assessment Methodology** **b) Partnership Project to extend the provision post 16 for unaccompanied minors** **c) Development of Casework Management** **d) Re-commissioning of Service for 2008/9**	EAS Manager Head of Service	CYPP Priority 24 CYPP Priority 17 (LAA6)	a) Recommendations on EAS Methodology made and implementation plan drawn up. b) New / extended provision post 16 is implemented by providers. c) Revised casework operation implementation. d) Re-commissioned service is implemented.	Dec 08 On-going Sept 08 Sept 08
Development of EMAG Cluster Provision **a) Review the EMAG Cluster Guidance to support planning of Provision for 08-11** **b) Implement recommendations for EMAG Evaluation 2005 – 08** **c) Advisors support in the implementation of**	Advisors	CYPP Priority 1 Priority 2	a) New guidance for EMAG Cluster Provision b) Cluster EMAG action plans reflect the new guidance, and recommendations from evaluations are implemented c) Advisors impact on EMAG action plans and provision is evidenced by	May 08 On-going On-going

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
EMAG Cluster Provision Action Plans.			developments in professional practice, quality of provision, and outcomes for children and young people.	
Addressing underachievement: **a) Pilot Gypsy Roma Traveller Achievement Programme** **b) National Primary and Secondary Strategies: Roll out in Kent** **c) Multiple Identities of children and young people** **d) New Arrivals Excellence Programme**	Advisors	CYPP Priority 11 (LAA2) CYPP Priority 12 (LAA5) CYPP Priority 14	a) 5 Pilot schools implement the strategy and evaluate impact on professional practice and achievement b) Joint planning of interventions between Primary Consultants, Secondary Consultants and MCAS Specialist Teachers Impact of joint interventions c) Review of data and practice in Kent and in other Local Authorities to inform planning CPD Module on multiple identities is developed and piloted d) Data on new arrivals is reviewed and improvements identified in data collection/analysis to improve monitoring and tracking. Guidance to LCSP is produced and implemented on responding to the needs of new arrivals. New Arrivals Excellence Programme e-learning and CPD modules are piloted and evaluation of impact of professional practice. Induction Standards for schools in Key Stage 3 and 4 are developed and piloted impacting on practice/provision. Partnership project with	July 08 Sept 08 Sept 08 March 09 Sept 08 June 09 July 08 Dec 08

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
			Hounslow LA, Clusters and MCAS is implemented to improve representation of Black and Minority Ethnic Groups on Gifted and Talented Registers.	Sept 08
e) Gifted and Talented **f) Improving declaration and ascription of ethnicity**		CYPP Priority 11 (LAA2) CYPP Priority 12 (LAA5)	Dissemination of new DCSF guidance on improving declaration of ethnicity. Improved declaration in 2009 Schools Census	March 09 July 08 March 09
Monitoring and evaluation **a) Monitor and evaluate the impact of EMAG Cluster Provision.**	Head of Service	CYPP Priority 11 (LAA2) CYPP Priority 1	a) Self-evaluation framework reviewed. b) Self Evaluation updated on an annual basis by LCSPs.	July 08 Mar 08
Community Cohesion	Advisors	E & D Strategy	a) Guidance for schools produced in partnership with ASK. b) Training developed and delivered to Clusters, governor, schools, and settings. c) Ensuring the needs of BME groups are reflected and incorporated in planning. d) Community engagement planning activities to promote Community Cohesion.	
Partnership Projects to improve access and achievement:				

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
a) to promote accessibility of services Work with Children's Centres and improve access to early years education. **b) Alternative to Detention** **c) Kushti Atchin Tan** **d) BHM, Refugee Week, GRT History Month**	Advisors & Head of Service	CYPP Priority 7 CYPP Priority 10 (LAA1) CYPP Priority 13 E & D Strategy	a) Children's Centres are enabled to outreach to vulnerable Black & Minority Ethnic Groups b) Young people in A to D accessing appropriate education within the statutory time frames. Schools supported to meet the needs of A to D group. c) KS3 curriculum project is piloted in 4 schools. Positive impact and attendance and attainment of CYP. d) Schools and governors feel confident in addressing diversity, enhancing community cohesion and embedding principles of BHM, Refugee Week, GRT History Month, within the curriculum.	
Anti Bullying Strategy: **Deliver training to improve professional skills in preventing and addressing bullying**	Advisors	CYPP Priority 9	a) EMAG and MCAS staff delivering training to schools and settings b) Clusters and schools effectively identify, respond to and prevent bullying around culture faith and religion. c) Outcomes of incident management are monitored.	
Contactpoint				
Integrated processes - ContactPoint		CYPP (Priorities 2, 3 and 8) ECM (cross cutting)	To maintain commitment from key partners to ContactPoint and engage partners in the voluntary,	Ongoing to March 2009

Project/Development /Key action	a/c manager	Links to Corporate / Directorate Target	Deliverables or outcomes planned for 2008/09	Target dates
			community and private sector	
			To develop a training strategy for roll out of training to identified groups of staff	Summer 2008
			To ensure that plans for high and medium priority data sources are made to enable integration with ContactPoint	Winter 2008
			To embed use of ContactPoint within existing policies and procedures	Winter 2008
			To communicate information about ContactPoint to practitioners and children, young people and their families	Ongoing to March 2009
			To receive deployment of ContactPoint from the national team	Jan – April 2009

In line with financial regulations, any capital projects on this list this will be subject to a prior "gateway review" by the Project Advisory Group and in consultation with the Leader

Risks

1. SEN transport: Implementation of new transport arrangements to increase efficiency and effectiveness leading to parental objections and pressure on budgets. Potential implications for pressure on budget of implementation of extended schools agenda.

2. Early Years Standards: Proposed strategies do not result in raising standards in Early Years and also leads to failure to achieve local and national targets

3. Financial risks: Demand outstripping available resources. Demand - led budgets overspend resulting in inappropriate short term action to offset overspends. Position made more difficult as less flexibility under new national funding arrangements Impact of medium term planning savings on the application of CP thresholds – risk in lowering thresholds in terms of resourcing need. Impact on vulnerable children unable to access services. Delivery of Medium Term Plan and particularly staff savings in the context of end of short term grants

4. Information sharing
- Failure to share information or lack of timely interventions between agencies results in death or abuse of a child
- Shortfall in funding available for implementation of ContactPoint/delay of implementation of ContactPoint, lead professional function and CAF
- The right staff in health unable to access compatible IT equipment.
- Issues regarding GP Inputs – system incompatibility and possible GP unwillingness to share patient information

5. Children not in Education:
- Legal cases for failure to educate.
- Improved identification of those not in education leads to demand on resources.
- Children not fulfilling their potential

6. Health economy: problems in the health economy including shortfalls in funding and reorganisation could impact on children's social care, education and service integration
- Apparent interruptions/delays in delivering revised CAMHS strategy and impact on Kent Looked After children and their health and unaccompanied asylum seeking children and their health
- Financial recovery plan for West Kent PCT may have significant impact on commissioning CYP Health services
- Failure to engage PbC Clusters adequately could run counter to plans being made by through Children's Trust arrangements and the CYP Health Commissioning Plan

6. Looked after Children: Failure in attendance and achievement at school

CONSULTATION EXERCISES, SATISFACTION SURVEYS, REVIEWS

Any planned work (it does not need be a surveys) that will give the residents of Kent an opportunity to consider and give its views on issues so that those views can be taken into account before decisions affecting policies or services are taken. This can be a nil return.

Please see the following example

Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contractor being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
On-line Anti-Bullying Survey	November 2008	Jan 2009	7000	Kent	No	Specific information about bullying within Kent schools to enable schools and clusters to more effectively target resources.	No	Peter Heckel County Manager, Kent Safe Schools
Transition to Adulthood Survey of LDD in partnership with KASSD	Jan 2008	April 2008	TBA	Kent	Yes – Tizard Centre, University of Canterbury	The experience of transition for those CYP with LDD moving to KASSD services in 2006/7 to use as a benchmark for T2010 target 55.	No	Colin Feltham 01622 605729 Michael Thomas-Sam 01622
Survey of parents/carers whose children are having a statutory assessment	March 2008	March 2009	All parents following completion of process	Kent	No	How the parent/carers feel about the process and how it can be improved to make the process easier for parents/carers	No	Partnership with Parents 01622 350640
Survey of children who have had a statutory assessment	Sept 2008	July 2009	Represent-ative sample of all children who have recently gone	Kent	No	How children and young people feel about the process and how it can be improved form their perspective. To inform the development of information for C&YP who have a	No	Partnership with Parents 01622 350640

Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contractor being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
			through the process			statutory assessment		
Survey of children with statements in respect of the secondary transition process	March 2008	March 2009	50% of children going through process offered opportunity to participate	Kent	No	How to improve the process for C&YP.	No	Partnership with Parents 01622 350640
Arrange pupil voice conference across 2 further LCSPs that enables C&YP to contribute to the development	March 2008	March2009	Children with statements in 2 clusters	2 LCSPs	No	How to improve the information, accessibility and availability to children. To develop information in a range of formats for children transferring to secondary provision. Children to identify the content to ensure it is relevant for young people with statements	No	Partnership with parents 01622 350640
of information for children transferring to secondary school								
Survey of PwP users	Sept 2008	March 2009	All users within a 6 month period	Kent	No	To seek perception of users about the impartiality of the service provision against the minimum standards in the SEN CoP.	No	Partnership with Parents 01622 350640

Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contractor being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
						To inform service developments and to ensure "arms- lengthness" and clarity of the role of the service as one of empowerment		
Budget Focus Group	01/08/06 30/09/06		Random Samples of Kent Residents	Kent		Budget consultation with the public, consistent with best practice. Statutory duty to consult taxpayers on budget and council tax levels before setting budget.	Yes	Ben Smith 01622 220000 ben.smith@kent.gov.uk
Sign Language review	20/02/06 30/07/06		Deaf services users and staff across	Kent & Medway and Kent & Medway NHS		Consultation & surveys into the needs of Deaf people and sign language interpreting services Under the DDA we must not discriminate against such people and we need to assess the current experience and find solutions to any discriminatory practice	No	Jenny Day 01622 232000 Jenny.day@kent.gov.uk
Training Satisfaction Survey	April 2008	March 2009	Delegates to EP training	23 clusters	No	*To ascertain satisfaction levels and whether training affects practice.*	No	Andrew Heather
Parental Satisfaction Survey	August 2008	August 2008	Parent sample whose children have received a service	Kent	No	*To ascertain satisfaction levels and to review, modify practice in response.*	No	Andrew Heather
Connexions	8/9/08 1/4/09		Headteachers Young people	Kent		What services should be commissioned in 2010.	No	Helen Jones helen.jones@k

Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contractor being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
			and their families Key stakeholders					ent.gov.uk
Targeted Youth Support	1/4/08 1/12/08		Young people Key stakeholders	Kent		How targeted youth support services should be delivered across Kent from the end of December 2008	No	Helen Jones helen.jones@kent.gov.uk
Swale Children & Young People's Plan	1/3/08-31/7/08	July 2008	30 disadvantaged children and young people	Swale District	KCN	To consult disadvantaged and vulnerable children and young people in Swale on what will enable them to 'feel in control of their lives'-Swale 7 outcome. The information will be used to commission services/provide support	No	Helen Goody Helen.goody@kent.gov.uk
UASYP Consultation Service Provision	01/04/08 30/06/08		U19 UASYP	Kent		Consultation and survey into the views of UASYP with regard to their experience of EAS and subsequent education / training experience	No	EAS Manager

STAFFING

Capacity, Skills and Developmental Planning

ABS

As stated in the Planning context and Priorities section of the is document, the continued devolution of resources and staffing to cluster of Local Children's Services Partnerships will have a significant impact upon the requirements of the members of ABS and upon the partnership framework in which they work.

The key issues will be around maintaining professional boundaries and specific skills in the evolving Team development planning looking ahead to the future is undertaken through the supervisory and training and development programme reviewed and updated through the year. A particular focus for 2008/9 is training for the Common Assessment Framework and Lead Professional functions. Ensuring colleagues have a skill set work as part of a multi-disciplinary and multi-agency team supporting Local Children's Partnerships is also an identified priority.

AEN&R

locality team structures. To support staff in this process it is necessary to ensure clarity around line management structure, professional supervision and training. Staff recruitment will increasingly become an issue for locality teams with support from the central service.

In addition, the central management team is in a process of change to ensure they are able to fulfil the functions of advice, guidance, monitoring, quality assurance and challenge as required.

The skills of the team are immense and diverse and opportunities are taken within the performance management structure to identify and manage talent and offer a wealth of learning and development experiences to all staff.

STS

The Service is aware of the need to ensure that new staff will have development needs and that existing staff must have their skills maintained in order to provide a high degree of specialist advice and intervention. In order to achieve this the following measures have been planned, developed and implemented and this will continue in 2008/9

- Carousel of training
- Specialist training opportunities
- Networks for professional development and supervision
- Support for mandatory qualifications
- Support for degree, masters and post-graduate qualifications
- Succession planning to minimise the risks of a mature work force profile

EPS

The Kent Educational Psychology service is seeking to develop the future supply of Educational Psychologists through its Trainee Educational Psychologist programme. The service via an Assistant Principal Educational Psychologist has developed good links with all the accredited university professional training programmes from which the Trainee Educational Psychologists are drawn. The Principal Educational Psychologist has direct engagement with the National Development and Steering Group for Trainee Educational Psychologists.

The service seeks to continually develop the skills, knowledge and experience of all Educational Psychologists and its Support Officer team. This is achieved through its annual CPD plan (including an annual conference) and individual CPD planning. Members of the service are currently in the process of being trained to use Video Interactive Guidance (VIG) as part of service delivery. Sixteen Educational Psychologists have completed an initial introductory programme including supervised practice.

Within the profession demographic factors and recent changes to the professional training route for Educational Psychologists, mean that retention and recruitment continues for the medium term to be an issue. The age profile of the service has meant that a significant number of colleagues have retired in the last few years and this is a trend which is set to continue for the next five or so years. The investment in developing new skills and talent through the services innovative Trainee Educational Psychologists programme is therefore anticipatory of this and essential to ensuring the future supply of high quality Educational Psychologists to Kent.

JCU

Children's Services Partnerships and the subsequent staffing restructure will have a significant impact on the JCU. Additional, the review of LAC services and the implementation of its recommendations will have an impact on the LAC team. At the moment the exact nature of these changes is unknown. In the meantime, the JCU continues to plan its work taking these developments into account. The Professional development Plans of all staff in the JCU and discussions through TCP support staff to develop the skills and knowledge to ensure a smooth transition to the new structures.

TEAM	Average Age	Range	% above 50 years
JCO	50 years	44-56 years	66%
LAC	49 years	28-56 years	80%
SDEA	46 years	37-54 years	33%

The knowledge, skill, experience of all team members in all three teams is considerable with many staff holding qualifications and recognised competencies in a range of professional areas of expertise, including - social care, youth work, educational psychology, teaching, early years, specialist teaching, government policy, inspection, management and advisory work.

While some recent recruitment processes have attracted high calibre younger applicants as can be seen from the above the age profile of all teams within the JCU shows a predominately mature team. Succession planning within the Unit has mainly been managed through appraisal and performance management processes whereby staff members are offered career development opportunities to support their career pathway. This has included opportunities to lead and contribute to a number of strategic developments as well as attendance at specific professional training and management course.

MCAS

How will future development of Children's Services and Local Children's Strategic Partnerships impact on Key Skills / Knowledge?

A. Staff will need:
Knowledge and key skills to work within the Children Missing Education Protocol, Common Assessment Framework, Contact Point, Early Support and other integrated processes. Staff will need to enhance / extend their skills to work within integrated teams.

B. Maintenance of high level professional skills and knowledge in respect of teaching English as An Additional Language and strategies to raise achievement of Black and Minority Ethnic Groups will need to be planned within the context of the LCSP.
Succession planning and encouraging take up of accredited advanced qualifications is a key issue to address.

Equalities and Diversity

The Commissioning Division aims to reflect the diverse community of Kent. We are committed to promoting equality, valuing diversity and combating unfair treatment, by providing a safe and accessible working environment with fair access to learning & development opportunities, and to encourage and support all staff in fulfilling their potential.

The principles of tolerance, understanding and respect for others are central to what the Division believes. We recognise diversity groups relating to social circumstances or background, gender, race, colour, ethnic origin, disability, sexuality, age, religion or belief, and we work hard to provide a working environment that is free from harassment and discrimination.

Diversity and equality understanding and good practice will be included throughout development activity within Commissioning Division, from basic awareness-raising, e.g. within induction programmes, through to more focussed or targeted training for those who require detailed understanding in supporting the diversity agenda.

Making our promises a reality:

Evidencing activity to meet the action plans outlined in the Equality Strategy (2007-2010), based on the five priority outcomes:

- Equal and Inclusive Services
- Participation and Involvement
- Safe and free from harassment
- The quality of intelligence and monitoring systems
- Reputation as an excellent employer

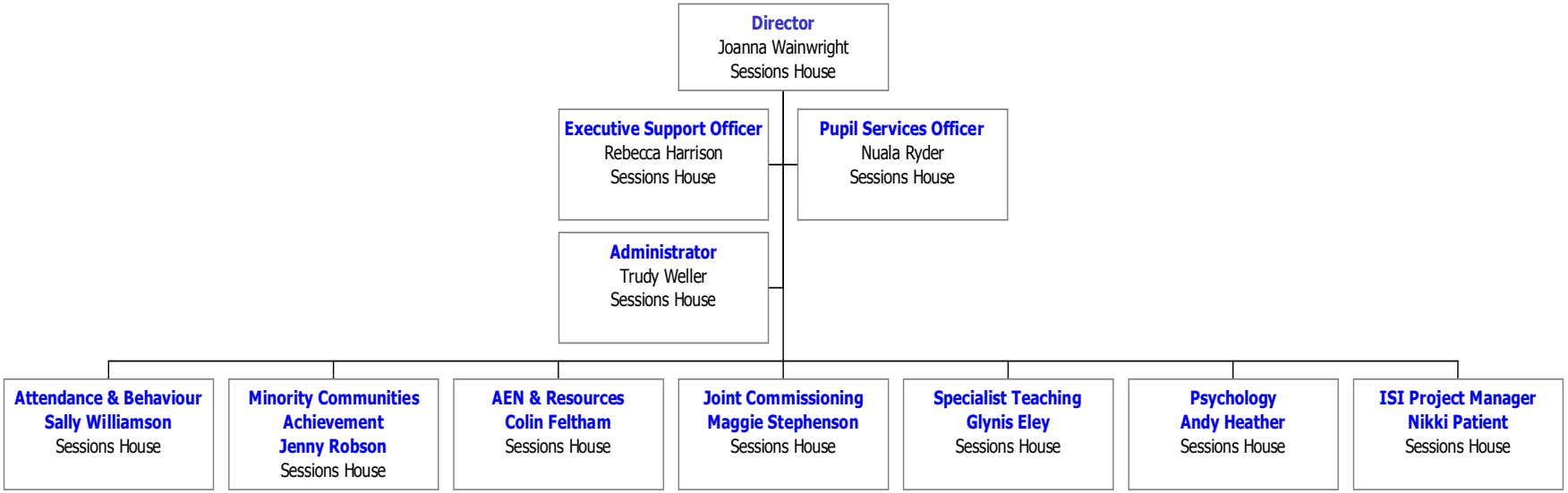
Commissioning Division has a lead officer who represents the Division on the CFE Equalities and Diversity Strategy Group. The CFE Equality and Diversity Strategy group is responsible for ensuring that the Directorate's polices, practices and services are compliant with relevant legislation across the 6 equality strands of age, ethnicity/race, disability, religion/beliefs, gender and sexuality including:

Race Relations (Amendment) Act 2000
Disability Discrimination Act 2005
Equality Act 2006

The Division is committed to:

- Training staff for interview panels – positive action
- Following two ticks in recruitment and positive action
- Ensuring staff with a disability or impairment have the support they require to conduct their work
- Offering and encouraging general equalities training
- Consider equal opportunities when planning training events or allocating spaces on courses

COMMISSIONING DIVISION
STRUCTURE CHART



Staffing

ABS

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	5	5
Pt12 and below (FTEs)	267.6	276.8
TOTAL	271.6	281.8
Of the above total, the estimated FTE which are externally funded	12.01	12.01

Notes : ABS are in the process of devolving staff – these figures include all staff whether devolved or planned to be devolved in 2008/9.. In addition safe schools aren't represented here and they would be an additional 40 all externally funded.

AEN&R

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	5	5
Pt12 and below (FTEs)	166.6	166.1
TOTAL	171.6	171.1
Of the above total, the estimated FTE which are externally funded		

Changes to FTEs reflect the transfer of the IMPULSE Database Team to Management Information wef: 1 December 2007. The rationalisation of District AEN Officers roles and SEN Locality Officer roles and the delegation of specialist staff to schools previously managed by the Unit.

STS

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	5	5*
Pt12 and below (FTEs)	70.32	55.8
TOTAL	75.32	60.8
Of the above total, the estimated FTE which are externally funded	12.41	901

** Consultation on proposals has yet to take place*

EPS

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	16.1	18.48
Pt12 and below (FTEs)	59.6	57.22
TOTAL	75.7	75.7
Of the above total, the estimated FTE which are externally funded	9	0

JCU

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	9	9
Pt12 and below (FTEs)	18.5	18
TOTAL	27.5*	27
Of the above total, the estimated FTE which are externally funded		

***Additional 1 from T2010 funding**

Behaviour Support Worker posts have been deleted in line with the budget savings process for the JCU.

MCAS

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	1.0	1*
Pt12 and below (FTEs)	33.9	27.3
TOTAL	34.9	28.3
Of the above total, the estimated FTE which are externally funded	30.9**	27.3

** Consultation on proposals has yet to take place*

*** Figure differs to that reported last year due to changes with externally funded posts immediately prior to the start of the 07/08 reporting year.*

SECTION 3: MONITORING AND REVIEW - HOW DO WE KNOW WE ARE THERE?

ABS

The performance of the Attendance and Behaviour Service is monitored in a variety of ways to ensure that the service is achieving in line with national and local objectives. Specifically monitoring occurs

- Monitoring through Attendance and Behaviour Service Business Plan monitoring reports
- Performance management of individual provisions and staff
- Monitoring of BVPI, PAF and T2010 targets
- Bi-termly monitoring and review of attendance and exclusions
- Monitoring and reporting to DCSF on attendance and exclusions

AEN&R

Unit Business Plan targets and progress are considered at each meeting of the Unit Management Team. Information is reported quarterly as part of the Cabinet Member reporting process for the Commissioning Division as a whole. The Head of Unit reports to the Commissioning Division Management Team and the Director of Commissioning Specialist Services. The Director reports to CFE SMT and Cabinet Members. Where there is insufficient progress the Head of Unit takes action in with the AEN&R Management team ensuring that all appropriate colleagues are informed and engaged across both the Unit and other Units and partners.

EPS

Operational Plan targets are monitored through the service County Management Team (CMT) at monthly meetings and through the six monthly review process. Accountable managers and practitioners for targets will report to CMT and through the monthly professional practice supervision. These processes allow for further action planning around targets as necessary. Monthly monitoring of consultations by CMT will be undertaken along with regular reports from Impulse and EMS/EPM. Monthly returns for Statutory Action Assessment advice is monitored by Assistant Principals Educational Psychologists and Senior Educational Psychologists to ensure that advice is returned within the six week time period in order to meet the 94% target. Tracking processes for the return and quality assurance of the data to support the LPSA2 target are in place with an Assistant Principal Educational Psychologist taking responsibility for this. Data and feedback on the services support for critical incidents is collated and reviewed by the Crisis Co-ordinator group. Support for service representation at county panels and SENDIST tribunals is monitored through Senior Educational Psychologists and Assistant Principal Educational Psychologists along with quality assurance of psychological advice.

JCU

The performance of the JCU is monitored through the business plan monitoring reports. Increasingly the Unit is using the RBA quadrant to evaluate the impact of projects and services. Several early intervention services commissioned through the Unit have been externally evaluated.

Actions relating to the education of looked after children are regularly reported through:

- Quarterly Kent Agreement monitoring reports
- Commissioning Division business plan monitoring reports
- Annual report to Children's Champion Board
- Specific reports to CFE Strategic Management Team as required

A cross-CFE looked after children performance and data issues group is used to coordinate action in response to relevant issues (e.g. absence from school, personal education plans).

MCAS

Annual monitoring of key stage outcomes by ethnic group. This will evidence the impact of strategies focused on particular groups and is reported to the Director of Commissioning and Director of Standards and Achievement. Primary and Secondary Strategy Managers together with the Head of Service, MCAS, will take action to address insufficient progress.

Monthly monitoring of children missing education. This will evidence impact of the Children Missing Education Protocol and the Fair Access Protocol. This will be reported to the Director of Commissioning. The Children Missing Education Co-ordinator, Advisors for Refugee and Traveller Achievement and the Head of Admissions and Transport will take action to ensure that children from Black and Minority Ethnic backgrounds are not missing education.

Monitoring of the impact of EMAG Cluster Provision. This will evidence impact on the quality of provision in schools and the outcomes for children in the locality. Self-evaluation will be conducted by the local manager and verified by Advisors. It is proposed this will be conducted on an annual basis. Evaluation of impact will be reported to the Director of Operations and Director of Commissioning.

Monitoring the impact of targeted programmes to raise achievement of minority ethnic groups.
This will evidence impact on the quality of provision in schools and the outcomes for children within the target group. It will also capture any innovation. Advisors and Managers leading on projects identified in the Business Plan will be responsible for conducting evaluations. Evaluation of impact will be reported to the Director of Commissioning.
Termly monitoring against forecast activity levels for core services in the Business Plan.
This will evidence the flexibility of response of the service to user needs and the outcome of referrals.

Annual monitoring of attendance and exclusion by ethnicity. This is shared between the Head of Attendance and Behaviour and the Head of the Minority Communities Achievement Service. Outcomes and trends will be reported to the Director of Commissioning.

Appendix One : MCAS Performance Indicators:

Key Performance Indicators

Minority Community Achievement Service

Monitoring of key performance indicators from analysis provided by Management Information of key stage outcomes in 2007.

Targets are set using the Fischer Family Trust estimates:
A: Based on pupil prior attainment, gender and month of birth.
B: Factor in the school context (plus A).
D: Adjusts B upwards in line with progress made by all pupils in the top quartile of schools. For the majority of groups, 'D' Estimates have been used particularly where there is the need to close the attainment gap.

*** indicates a cohort of less than 40 where no statutory target was set**

Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007** **Key Stage Outcomes 2006**	**Actual Performance Key Stage Outcomes 2007**	**Target** **2008/09** **Key Stage Outcomes 2008**
KS2 English level 4+	All pupils 76	All pupils 77.3	
White - Irish	87	91.2	*
White - Traveller of Irish heritage	29	33.3	*
White - Any other White background	80	70.7	81
White - Gypsy/Roma	30	22.7	47
Mixed - White and Black Caribbean	75	82.9	80
Mixed - White and Black African	76	80.6	77
Mixed - White and Asian	88	87.9	90
Mixed - Any other mixed background	76	75	83
Black - Caribbean Heritage	86	85.7	*
Black - African Heritage	81	85	84
Black - other	88	83.3	*
Asian - Indian	83	84.7	82
Asian - Pakistani	86	85.7	*
Asian - Bangladeshi	73	79.2	80
Chinese	88	77.5	88
Locally Identified groups significant in Kent			
Nepali	67	74.1	
Turkish	60	72.7	
White West European	87	80.5	
White East European	52	47.6	

Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007** **Key Stage Outcomes 2006**	**Actual Performance Key Stage Outcomes 2007**	**Target** **2008/09** **Key Stage Outcomes 2008**
KS2 Maths level 4+			
		All Pupils 72.5	
White - Irish	82	85.3	*
White - Traveller of Irish heritage	29	33.3	*
White - Any other White Background	79	67	80
White - Gypsy/Roma	30	25.8	41
Mixed - White and Black Caribbean	69	82.9	75
Mixed - White and Black African	80	63.9	80
Mixed - White and Asian	83	75.8	84
Mixed - Any other mixed background	67	66.1	80
Black - Caribbean Heritage	64	57.1	*
Black - African Heritage	73	73.3	79
Black - other	75	66.7	*
Asian - Indian	79	84.1	80
Asian - Pakistani	86	85.7	*
Asian - Bangladeshi	61	62.5	61
Chinese	93	92.5	90
Locally Identified groups significant in Kent			
Nepali	67	72.9	
Turkish	40	72.7	
White West European	83	85.7	
White East European	57	54.8	
KS3 English Level 5 +			
	All 72	All 73.3	
White - Irish	75	82.5	83
White - Traveller of Irish heritage	/	33.3	*
White - Any other White background	76	65.1	76
White - Gypsy/Roma	27	26.8	40
Mixed - White and Black Caribbean	74	84.1	76
Mixed - White and Black African	88	89.5	*
Mixed - White and Asian	83	80.5	89
Mixed - Any other mixed background	63	68.8	88
Black - Caribbean Heritage	80	89.3	*

Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007** **Key Stage Outcomes 2006**	**Actual Performance Key Stage Outcomes 2007**	**Target** **2008/09** **Key Stage Outcomes 2008**
Black - African Heritage	80	84.9	81
Black - other	72	72.7	*
Asian - Indian	84	89.2	85
Asian - Pakistani	75	88.5	*
Asian - Bangladeshi	71	71.4	78
Chinese	91	90.0	90
Key Stage 3 English Locally identified significant groups			
Nepali	76	62	
Turkish	/	66.7	
White Western European	50	83.1	
White Eastern European	72	46.2	
KS3 Maths level 5+	All 76	All Pupils 74.2	
White - Irish	92	82.5	90
White - Traveller of Irish heritage	/	85.9	*
White - Any other White Background	84	66.8	84
White - Gypsy/Roma	30	28.6	38
Mixed - White and Black Caribbean	74	81.2	75
Mixed - White and Black African	/	63.2	*
Mixed - White and Asian	86	80.5	88
Mixed - Any other mixed background	66	62.5	74
Black - Caribbean Heritage	73	85.7	*
Black - African Heritage	81	82.8	81
Black - other	72	81.8	*
Asian - Indian	84	85.9	86
Asian - Pakistani	64	96.2	*
Asian - Bangladeshi	78	74.3	78
Chinese	90	100	95
Key Stage 3 Maths Locally identified significant groups			
Nepali	88	69	
Turkish	67	53.3	
White Western European	89	84.6	
White Eastern European	78	84.6	

Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007** **Key Stage Outcomes 2006**	**Actual Performance Key Stage Outcomes 2007**	**Target** **2008/09** **Key Stage Outcomes 2008**
5+ grades A*-C Any GCSE's		All pupils 64.2	
White - Irish	71	83.3	85
White - Traveller of Irish heritage	20	33.3	*
White - Any other White Background	78	64.7	78
White - Gypsy/Roma	10	5.9	22
Mixed - White and Black Caribbean	56	63.6	62
Mixed - White and Black African	74	63.6	*
Mixed - White and Asian	79	77.8	79
Mixed - Any other mixed background	58	67.4	60
Black - Caribbean Heritage	67	66.7	*
Black - African Heritage	81	63.5	67
Black - other		50	*
Asian - Indian	71	77.4	70
Asian - Pakistani	72	82.8	*
Asian - Bangladeshi	80	57.9	72
Chinese		97.7	84
Locally identified significant groups KS4 GSCE 5 + grades A*-C			
Nepali	48	68.5	
Turkish	50	62.5	
White Western European	88	77.3	
White Eastern European	51	50.9	
5 + grades A – C including English & Maths		**All pupils 48.2**	
White - Irish		83.3	79
White - Traveller of Irish heritage		0	*
White - Any other White Background		50.9	65
White - Gypsy/Roma		0	17
Mixed - White and Black Caribbean		50.9	52
Mixed - White and Black African		59.1	*
Mixed - White and Asian		63.9	69
Mixed - Any other mixed background		52.2	61
Black - Caribbean Heritage		60	*

Indicator *local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA,T2010, CPA, BVPI, PAF*	**Actual performance 2006/2007** **Key Stage Outcomes 2006**	**Actual Performance Key Stage Outcomes 2007**	**Target** **2008/09** **Key Stage Outcomes 2008**
Black - African Heritage		50	53
Black - other		44.4	*
Asian - Indian		68.3	58
Asian - Pakistani		72.4	*
Asian - Bangladeshi		57.9	40
Chinese		83.7	80
Locally identified significant groups			
Nepali		40.7	
Turkish		37.5	
White Western European		69.3	
White Eastern European		36.4	

Service Comparisons

Minority Community Achievement Service

2006 Kent's Attainment for Minority Ethnic Group compared to All England's Attainment for Minority Ethnic Groups

Key Stage 2 English

Ethnic Group	**2006 Kent (%)**	**2006 England (%)**
White British	76	80
Irish	89	82
Gypsy/Roma	34	37
Irish Traveller	25	26
Any other White background	81	78
Total White	**76**	**80**
White and Black Caribbean	78	77
White and Black African	76	81
White and Asian	82	86
Any other Mixed background	80	83
Total Mixed	**80**	**81**
Indian	84	86
Pakistani	86	70
Bangladeshi	73	76
Any other Asian background	75	80
Total Asian	**80**	**77**
Black Caribbean	92	73
Black African	84	75
Any other Black background	86	75
Total Black	**84**	**74**
Chinese	88	87
Any other ethnic group	75	73
Unclassified	75	76
All pupils	**77**	**79**

Key Stage 2 Maths

Ethnic Group	2006 Kent (%)	2006 England (%)
White British	72	77
Irish	84	80
Gypsy/Roma	34	33
Irish Traveller	25	28
Any other White background	79	77
Total White	**72**	**77**
White and Black Caribbean	71	71
White and Black African	80	76
White and Asian	80	83
Any other Mixed background	71	77
Total Mixed	**74**	**76**
Indian	79	82
Pakistani	86	64
Bangladeshi	61	70
Any other Asian background	75	80
Total Asian	**76**	**72**
Black Caribbean	69	62
Black African	74	66
Any other Black background	71	67
Total Black	**73**	**64**
Chinese	91	93
Any other ethnic group	69	74
Unclassified	70	72
All pupils	**72**	**76**

Key Stage 3 English

Ethnic Group	2006 Kent (%)	2006 England (%)
White British	72	73
Irish	95	79
Gypsy/Roma	27	26
Irish Traveller	x	20
Any other White background	72.9	70
Total White	**72**	**73**
White and Black Caribbean	76	69
White and Black African	88	72
White and Asian	84	80
Any other Mixed background	72	75
Total Mixed	**77**	**73**
Indian	84	82
Pakistani	75	62
Bangladeshi	69	66
Any other Asian background	79	71
Total Asian	**80**	**71**
Black Caribbean	75	67
Black African	80	66
Any other Black background	72	66
Total Black	**78**	**66**
Chinese	90	80
Any other ethnic group	67	63
Unclassified	68	66

Ethnic Group	2006 Kent (%)	2006 England (%)
All pupils	**72**	**73**

Key Stage 3 Maths

Ethnic Group	2006 Kent (%)	2006 England (%)
White British	76	78
Irish	92	81
Gypsy/Roma	29.5	31
Irish Traveller	x	23
Any other White background	77.5	76
Total White	**76**	**78**
White and Black Caribbean	77	70
White and Black African	88	73
White and Asian	90	82
Any other Mixed background	79	77
Total Mixed	**82**	**75**
Indian	84	85
Pakistani	61	66
Bangladeshi	76	69
Any other Asian background	89	78
Total Asian	**82**	**74**
Black Caribbean	69	64
Black African	80	66
Any other Black background	72	67
Total Black	**77**	**65**
Chinese	92	92
Any other ethnic group	70	71
Unclassified	73	70
All pupils	**76**	**77**

KS4 5 A* to C (including English and Maths)

Ethnic Group	2006 Kent (%)	2006 England (%)
White British	46.2	44.3
Irish	66.7	50.0
Gypsy/Roma	0.0	3.6
Irish Traveller	25.0	10.4
Any other White background	59.4	46.6
Total White	**46.4**	**44.3**
White and Black Caribbean	43.6	32.5
White and Black African	60.0	43.2
White and Asian	74.1	59.0
Any other Mixed background	65.6	44.9
Total Mixed	**62.2**	**42.6**
Indian	60.3	59.2
Pakistani	60.0	34.8
Bangladeshi	57.9	39.1
Any other Asian background	48.9	52.4
Total Asian	**58.2**	**46.3**
Black Caribbean	58.3	29.5
Black African	62.5	38.5
Any other Black background	50.0	31.1
Total Black	**59.2**	**33.9**
Chinese	78.0	65.6

Any other ethnic group	52.3	42.7
Unclassified	39.5	39.4
All pupils	**46.7**	**43.9**

Key Stage 4 Any pass

Ethnic Group	**2006 Kent (%)**	**2006 England (%)**
White British	97.6	97.1
Irish	100.0	96.2
Gypsy/Roma	85.0	77.4
Irish Traveller	75.0	76.0
Any other White background	93.3	96.1
Total White	**97.5**	**97.0**
White and Black Caribbean	100.0	96.0
White and Black African	100.0	95.8
White and Asian	98.1	97.0
Any other Mixed background	96.7	96.4
Total Mixed	**98.0**	**96.3**
Indian	98.9	98.8
Pakistani	92.0	97.3
Bangladeshi	94.7	98.0
Any other Asian background	93.6	95.9
Total Asian	**97.0**	**97.8**
Black Caribbean	91.7	97.1
Black African	100.0	96.3
Any other Black background	100.0	95.5
Total Black	**98.7**	**96.5**
Chinese	100.0	97.7
Any other ethnic group	93.2	95.5
Unclassified	95.6	96.1
All pupils	**97.5**	**97.0**