

# Divisional Business Plan 2013-14

Directorate Name: Education, Learning and Skills  
Division/Business Unit Name: Inclusion

EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Sue Rogers
Head of Service: Alex Gamby
Gross Expenditure: £23,279200
FTE: 409.8



## SECTION A: ROLE/PURPOSE OF FUNCTION

The main purpose of the Inclusion Service is to improve outcomes for children and young people by promoting and supporting greater inclusion on a full time basis in high quality education provision. We do this by working as advocates for and champions of children and young people universally, but with a particular focus on those who may be vulnerable (short or long term or permanently) to not aspiring to, progressing towards and achieving their full potential. Integral to this is the identification and overcoming of barriers. This is all based on the premise that:

- All children and young people are entitled to have access to and remain included in full time, suitable education;
- Inclusion is everyone's business and responsibility;
- Partnership and collaborative working across and between all relevant agencies is crucial.

Particular functions and responsibilities within the Inclusion Service are:

- To ensure that every child and young person of statutory school age remains on roll at a school, academy or pupil referral unit;
- Statutory and (the development of) traded functions relating to pupil attendance, supporting schools, academies and pupil referral units to increase attendance and reduce persistent absence;
- A dedicated focus on issues relating to inclusion, particularly aiming ensure that as many children and young people of statutory school age are enabled and supported to attend education provision on a full time basis;
- The identification, tracking, placement and monitoring of Children Missing from (suitable) Education;
- The safeguarding of Children in Employment and Entertainment;
- Support for and the monitoring of education for children and young people registered for Elective Home Education;
- Aiming to ensure that all young people known to the Integrated Youth Offending Service meet their full potential;
- Through the Parent Partnership Service, offering support to families where a child/young person is going through the statementing process;
- The coordination of support for young parents;
- Supporting children and young people from minority ethnic groups, either individually or through working with early years providers and schools, including on a traded basis;

The Inclusion Service is committed to working in full partnership and collaboration with all relevant agencies and partners and will make this range of contributions (and others as required) to ensure the best possible outcomes for children and young people in Kent by:

- Working in a district based and district focused way, including senior managers within Inclusion taking an area (three district) lead on all Inclusion functions, bringing together Inclusion staff on an area basis in order to get more effective integration of services;
- Working as equal and integral partners with Kent Troubled Families and the Kent Integrated Adolescent Support Service.

## SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Inclusion Service supports **KCC Bold Steps** as follows:

### Helping the economy to grow

A thriving economy needs children and young people who aspire to and do become economically active. This starts with good attendance at school, facilitating learning opportunities that lead to good progress and achievement, hence opening up pathways for employment and/or training. The Inclusion Service universally supports this, but with a particular role in identifying and aiming to overcome barriers for those who may be vulnerable and disadvantaged. The Inclusion Service also helps the economy to grow by operating some of its services on a traded basis, offering these principally to Kent schools and academies.

### Putting the citizen in control

Seeking the views and listening to the voice of children, young people and their families is essential to putting the citizen in control. At the heart of the responsibilities of the Inclusion Service is to work in partnership with children, young people and families in the development and delivery of the services that support them. Examples of this include:

- The community outreach work of the Minority Communities Achievement Service;
- Working with parents through the Parent Partnership Service;
- The parent and child orientated approach that characterises Portage;
- The provision of advice and support for particularly young (and often teenage) parents;
- Support for families (direct and indirect) to improve their child(ren)'s attendance at school;
- Support for parents in relation to school exclusions issues;
- Advice and support for parents who choose to educate their child(ren) at home.

### Tackling disadvantage

Tackling disadvantage is fundamentally what the Inclusion Service is about. For the widest range of reasons, certain groups in the community start from a point of disadvantage. The Inclusion Service aims to ameliorate this disadvantage through the Bold Steps priority to "*ensure that all pupils to meet their full potential*" by:

- Aiming to raise aspirations;
- Keep children and young people in full time education provision;
- Provide support for learning and development, both directly and indirectly;
- Challenging discrimination as and when this presents itself.

Additionally, in the context of **Education, Learning and Skills Vision and Priorities for Improvement**, the Inclusion Service will "*promote a*

*culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision"*

Within this, specific priorities are:

- That every child and young person will be on the roll of a school, academy or pupil referral unit;
- Improve children and young people's attendance by supporting the reduction of persistent absence;
- Reducing the numbers of permanent exclusions;
- Identifying, tracking and monitoring Children Missing Education;
- Supporting individual pupils and minority groups at risk of under achievement to aspire, progress and achieve to their full potential.

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS				
<b>PRIORITY 1 Children and young people on roll</b>		<b>DESCRIPTION OF PRIORITY: Ensure that 100% of children and young people of statutory school age known to the local authority are on the roll of a school, academy or Pupil Referral Unit (PRU). (Excludes children and young people educated at home (EHE) and those between permanent exclusion and 6 day provision)</b>		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
<b>1</b>	<b>Establish a system for ensuring that all children and young people are on the roll of a school, academy of PRU</b>			
1.1	Scope and consult on a new system	Alex Gamby	April 2013	July 2013
1.2	Establish a system to ensure that all children and young people are and remain on roll	Alex Gamby	September 2013	March 2014
1.3	Monitor impact and review as required	Alex Gamby	January 2014	March 2014
<b>2</b>	<b>Reduce the level of illegal off rolling</b>			
2.1	Gather information on illegal off rolling activity	Rob Comber	May 2013	July 2013
2.2	Introduce systems and processes for tracking, monitoring and challenging	Rob Comber	September 2013	March 2014
<b>3</b>	<b>Ensure that 60% of Children Missing Education (CME) are placed within 30 days</b>			
KEY MILESTONES				DATE (month/year)
A	Robust proposals agreed by ELS SMT and Corporate Director for a new system to get and keep all children and young people on roll			May 2013
B	Introduce a new system to get and keep all children and young people on roll			September 2013
C	Introduce a new system to track illegal off rolling activity			September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	

<b>PRIORITY 2. Attendance</b>		<b>DESCRIPTION OF PRIORITY: Increase attendance to 95% in primary and secondary schools and reduce Persistent Absence (PA) to 2% in primary and 6% in secondary schools.</b>		
<b>Actions</b>		<b>Accountable Officer</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
<b>1</b>	<b>Support &amp; enable <u>all</u> schools and PRUs in early identification of pupils on track to becoming PA and those already PA</b>			
1.1	Introduce programme for three annual advisory visits to each schools and PRU	Lindy Whitfield	April 2013	March 2014
1.2	Produce and publish via E-Bulletin series of Specific Issues Guidance relating to legal responsibilities for attendance.	Lindy Whitfield	April 2013	December 2013
1.3	Review Rapid Response framework to provide intensive time limited support to all schools and PRUs where attendance identified as a concern	Lindy Whitfield	April 2013	March 2014
<b>2</b>	<b>Establish mechanism for collating termly attendance data from special schools in addition to established annual data collection</b>	<b>Lindy Whitfield</b>	<b>April 2013</b>	<b>September 2013</b>
<b>3</b>	<b>Establish mechanism for collating termly attendance data from PRUs and Alternative Curriculum provision</b>	<b>Lindy Whitfield</b>	<b>April 2013</b>	<b>September 2013</b>
<b>4</b>	<b>Ensure safeguarding of children and young people in employment and entertainment</b>	<b>Lindy Whitfield</b>	<b>April 2013</b>	<b>March 2014</b>
<b>KEY MILESTONES</b>				<b>DATE (month/year)</b>
A	Reviewed Rapid Response Framework in place and operational			May 2013
B	System for collecting attendance data from special schools and PRUs in place			September 2013
C	Published DfE Primary & secondary schools' overall absence and PA data highlights Kent impact against Bold Steps target of reducing Persistent Absence is Primary schools to 2% and 6% in Secondary schools			Autumn, Spring and Summer
D	Special Schools, PRU and AC PRU overall absence and PA data analysis			Autumn, Spring and Summer
<b>ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?</b> Not envisaged at this time			<b>ARE THESE ALREADY IN THE FORWARD PLAN?</b> N/A	

<b>PRIORITY 3: Inclusion</b>		<b>DESCRIPTION OF PRIORITY: Ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full time basis</b>		
<b>Actions</b>		<b>Accountable Officer</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
<b>1</b>	<b>Introduce a Primary Inclusion Framework to support a reduction in fixed term and permanent exclusions in the primary phase</b>			
1.1	Gather information about existing good practice in relation to collaborative inclusive practice in the primary phase	Louise Simpson	April 2013	April 2013
1.2	Facilitate discussions with primary head teachers about the most efficient and effective ways to achieve this	Alex Gamby/Louise Simpson	May 2013	June 2013
1.3	Introduce agreed way(s) of working	Alex Gamby/Louise Simpson	Sept 2013	March 2014
1.4	Monitor impact	Alex Gamby/Louise Simpson	January 2014	March 2014
<b>2</b>	<b>Support the ongoing reduction in permanent exclusions</b>			
2.1	Track and monitor 6 day provision for permanently excluded pupils	Louise Simpson	April 2013	March 2014
2.2	Embed the system to flag pupils who have had three fixed term exclusions, with the aim of preventing subsequent permanent exclusion by referring on as necessary	Louise Simpson	April 2013	March 2014
2.3	Develop a system to demonstrate impact of interventions that have prevented exclusion, then roll out accordingly	Louise Simpson	May 2013	March 2014
<b>3</b>	<b>Improve the quality of data on fixed term exclusions, to inform interventions by local inclusion forums.</b>			
<b>4</b>	<b>Ensure appropriate full time education within schools, academies and PRUs</b>			
4.1	Collect data and other information about the current use of part time time-tables	Louise Simpson	April 2013	June 2013
4.2	Make recommendations about under what circumstances a part time time-table is appropriate and for how long	Louise Simpson	September 2013	March 2014

4.3	Introduce a system for tracking and monitoring the use of part time time-tales	Louise Simpson	September 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	System established that will flag pupils who have had three fixed term exclusions			April 2013
B	System introduced to demonstrate impact of interventions that have prevented permanent exclusion			May 2013
C	Introduce the Primary Inclusion Framework			September 2013
D	Introduce recommendations about part time and reduced hours time-tabling			September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	



PRIORITY 4. Improving outcomes for vulnerable groups		DESCRIPTION OF PRIORITY: Improve the attendance, progress and achievement particular groups of pupils who are vulnerable, including Young Offenders, Children in Need, Other Local Authority Children in Care and those from ethnic minority communities.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	<b>Develop and implement a plan to improve education related outcomes for <u>Young Offenders</u>, including their attendance, progress and achievement</b>			
2.	<b>Improve education related outcomes for <u>Children in Need (CiN)</u></b>			
2.1	Secure good information about CiN, including where they are on roll	Rob Comber	April 2013	May 2013 then ongoing
2.2	Identify an ELS lead officer for each CIN	Alex Gamby	April 2013	June 2013 then ongoing
2.3	Introduce a process and system to track and monitor the attendance, progress and achievement and any fixed term and/or permanent exclusion(s) of CiN	Rob Comber	September 2014	September 2013 then ongoing
3	<b>Develop and implement a plan to support the improvement of education related outcomes for <u>Other Local Authority Children in Care (OLA CiC)</u></b>			
4	<b>Improve Minority Community Achievement by introducing a revised and improved traded services package to schools</b>			
5	<b>Improve the attendance, progress and achievement of <u>Gypsy Roma Traveller (GRT) pupils</u></b>			
5.1	Improve the data set and other information about GRT pupils.	Gillie Heath	April 2013	March 2014
5.2	Work with School Improvement Advisors to ensure the GRT agenda is part of School Improvement Plans.	Heather Goodacre / Gillie Heath	April 2013	March 2014
6	<b>Support the holistic development of very young children with special education needs</b>			

6.1	Provide a Portage Home Visiting service for young children with additional needs and their families	Tracy Harvey	April 2013	Ongoing
6.2	Develop effective partnership working with Children's Centres.	Tracy Harvey	April 2013	September 2013
KEY MILESTONES				DATE (month/year)
A	Young Offenders Plan implemented			April 2013
B	Information about <b>Children in Need</b> in place and an ELS lead officer identified			April 2013
C	System for tracking information about CiN in place			September 2013
D	Information about <b>Children in Care</b> in place (inc identification of an ELS Lead Officer)			April 2013
E	GRT mid pilot report for the DfE			July 2013
F	Joint training and work with Children's Centres in Ashford, Shepway and Maidstone.			September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	

<b>PRIORITY 5. Elective Home Education (EHE)</b>		<b>DESCRIPTION OF PRIORITY: Ensure that children and young people registered as being educated at home receive a suitable education.</b>		
<b>Actions</b>		<b>Accountable Officer</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
<b>1</b>	<b>Review KCC's EHE policy and implement renewed guidance</b>	<b>Louise Simpson, Tim Fox</b>	<b>April 2013</b>	<b>September 2013</b>
<b>2</b>	<b>Provide advice and support to parents/carers who choose to educate their child(ren) at home.</b>	<b>Tim Fox</b>	<b>April 2013</b>	<b>March 2014</b>
<b>3</b>	<b>Ensure all EHE pupils wishing to return to school are supported in accessing a place</b>	<b>Tim Fox</b>	<b>April 2013</b>	<b>March 2014</b>
<b>4</b>	<b>Collate, analyse and report on 2012-2013 data</b>	<b>Louise Simpson</b>	<b>April 2013</b>	<b>September 2014</b>
<b>KEY MILESTONES</b>				<b>DATE (month/year)</b>
<b>A</b>	<b>EHE policy and revised guidance implemented</b>			<b>April 2013</b>
<b>B</b>	<b>2012/13 activity reported on</b>			<b>September 2013</b>
<b>ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?</b> Not envisaged at this time			<b>ARE THESE ALREADY IN THE FORWARD PLAN? N/A</b>	

<b>PRIORITY 6: Tuition</b>		<b>DESCRIPTION OF PRIORITY: Ensure that where pupils are in receipt of tuition, this is in line with statutory requirements and agreed local strategy and plan</b>		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Implement a strategy and plan for the provision of tuition to children and young people in Kent	Alex Gamby/Margot Clarkson Bennett	April 2013	March 2014
2	Maintain the data base holding information about children and young people on tuition	Rob Comber	April 2013	March 2014
3	Ensure that children and young people in receipt of tuition to receive the level required	Rob Comber/ Margot Clarkson Bennett	April 2013	March 2014
<b>KEY MILESTONES</b>				<b>DATE (month/year)</b>
A	Implementation of the agreed Tuition Strategy and Plan			April 2013
<b>ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?</b> Not envisaged at this time			<b>ARE THESE ALREADY IN THE FORWARD PLAN? N/A</b>	

<b>PRIORITY 7: Parents and Carers</b>		<b>DESCRIPTION OF PRIORITY: Provide information, advice and support to parents and carers in order to support the KCC aim to reduce the number of children and young people needing to be issued with a statement of special educational need.</b>		
<b>Actions</b>		<b>Accountable Officer</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
<b>1</b>	<b>Through the Parent Partnership Service (PPS), provide information, advice and support to <u>all</u> requesting parents within an appropriate time frame and meeting the PPS national standards</b>	<b>Kerry Miles</b>	<b>April 2013</b>	<b>March 2014</b>
<b>2</b>	<b>Review the PPS in order to inform recommendations and a decision about outsourcing</b>	<b>Alex Gamby/Heather Goodacre</b>	<b>April 2013</b>	
<b>3</b>	<b>Provide support for young parents through sign posting to relevant services</b>	<b>Lauraine Wood</b>	<b>April 2013</b>	<b>March 2014</b>
<b>KEY MILESTONES</b>				<b>DATE (month/year)</b>
<b>A</b>	<b>Core Offer for Young Parents agreed by the local authority and relevant agencies.</b>			<b>Sept 2013</b>
<b>B</b>	<b>Decision made about the outsourcing of the PPS</b>			<b>September 2013</b>
<b>ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? YES</b>			<b>ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No</b>	
<b>1</b>	<b>Outsourcing of the PPS (if agreed), integral to which would be the need to enter into the Forward Plan at the appropriate time</b>		<b>NO</b>	

SECTION D: FINANCIAL AND HUMAN RESOURCES

FINANCIAL RESOURCES (000's)

Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
Inclusion	Alex Gamby	£ 13,739.2	£ 9,540.0	£ 23,279.2	-£ 2,346.9	£ 20,932.3	-£ 18,706.4	£ 2,225.9

HUMAN RESOURCES

FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
409.8	409.8	

**SECTION E: RISK & BUSINESS CONTINUITY**

<b>RISKS</b>	
<b>RISKS</b>	<b>MITIGATION</b>
In the context of a reduced workforce, compromised ability to meet statutory duties in relation to attendance	Review of the referral process and systems undertaken. Education Welfare Duty Officer system in place for urgent issues. Secondary schools and Pupil Referral Units have an allocated officer. Every school being offered a visit in terms 1,3 and 5
Level of trade for the Minority Communities Achievement Service may compromise the economic viability of the service	Full review of the service on offer has been carried out. Price per school has been reviewed to operate on a “full cost recovery” basis. Marketing package developed.
Level of permanent exclusions does not reduce at the rate required to meet the 2016 target of 40	In addition to monitoring the Service Level Agreements for the Specialist Teaching Service and Pupil Referral Units: <ul style="list-style-type: none"> <li>• Introducing of Inclusion Protocol;</li> <li>• Introducing primary inclusion framework;</li> </ul> System of monitoring of alerts to three fixed term exclusions, to inform earlier intervention to prevent permanent exclusion
Potential to not be able to offer support to the increasing number of children and young people being registered as Elective Home Education	Better understand the reasons for Elective Home Education and take remedial action where these might be inappropriate
Unable to monitor and safeguard children and young people due to the transition from Children Missing Education to Elective Home Education and disengagement by the parents of a child or young person who become Elective Home Education.	Ensure that KCC guidance is in line with DfE guidance and update local policy and processes accordingly. Risk to be raised with Corporate Director
Uncertain career stability and prospects, and the changing work environment may lead to a reduction in staff and engagement with business priorities	Ensure that staff are aware of the Bold Steps agenda and targets, and are also kept up to date with changes to Education, Learning and Skills priorities including Kent Integrated Adolescent Support Service and District based integrated working. Ensure that recruitment to vacancies is robust.
Lack of appropriate education provision impacts on percentage of permanently excluded pupils accessing 6 day provision	Ensure monitoring and tracking information feeds into forums providing provision

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Safeguarding CME / EHE	5 days	Identify action to be taken and refer as necessary
Permanent Exclusions - Ensuring 6th Day provision	3 days	Identify provision

## SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

NB Data sets in development and performance indicators (**where required**) to be confirmed in relation to:

**Table for PERFORMANCE indicators measurable on a quarterly basis by financial year**

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2012/2013 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Young offenders attendance in the last five days of their order	90%	75.8%	N/A	90%	90%	90%	90%

**Table for PERFORMANCE indicators measurable on a termly basis by academic year**

PERFORMANCE INDICATOR – TERMLY BY ACADEMIC YEAR	Floor Performance Standard	Aut 12 Outturn	Comparative Benchmark	Target – terms end dates			
				Spr 13	Sum 13	Aut 13	Spr 14
Percentage of children and young people on roll at a school, academy or PRU	100%	New indicator	N/A	100%	100%	100%	100%
Level of tuition being offered to children and young people in receipt of this	TBC	New indicator	N/A	TBC	TBC	TBC	
Permanently excluded pupils being placed within the statutory six day time frame	70%	71%	N/A	100%	100%	100%	100%

**Table for PERFORMANCE indicators measurable annually by financial year**



PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2012/13 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
MCAS income generation	216k	216k	N/A	300k	325k	350k

**Table for PERFORMANCE indicators measurable annually by academic year**

**NOTE – From 1<sup>st</sup> September 2011 the DfE reduced the threshold at which a pupil is defined as persistently absent from 20% to 15%**

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2011 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
Attendance in primary schools	95%	95.1%	95.2% (DFE 2012)	95.5%	96%	96.5%
Attendance in secondary schools	93%	93.1%	93.3% (DFE 2012)	95%	95.5%	96%
Attendance in special school	89%	89.8%	90.5% (DFE 2012)	90%	92%	95%
Attendance in pupil referral units	90%	N/A	N/A	90%	92%	95%
Persistent Absence in primary schools	2%	3.8%	3.4% (DFE 2012)	2%	1.5%	1.4%
Persistent Absence in secondary schools	6%	9.2%	8.5% (DFE 2012)	6%	5%	4.8%
Persistent Absence in special schools	18%	18.6%	15.8% (DFE 2012)	18%	17.5%	17%
Reduce permanent exclusions to 50 by the end of 2014/15 and 40 by the end of 2015/16	150	211	N/A	150	50	40
Found (identified) Children Missing Education to be placed within 30 days	49%	49.2%	N/A	55%	60%	65%

**Table for ACTIVITY indicators measurable on a quarterly basis by financial year**

ACTIVITY INDICATOR	2012/13 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
100% of Attendance referrals to be assessed and responded to within 10 days of receipt of the referral	100%	100% (locally recorded performance)	100%	100%	100%	100%	100%
462 Primary and Secondary, and 24 Special Kent schools (excluding Academies) to be offered a visit from the Attendance Team in terms 1, 3 and 5	N/A	new target	N/A	162	162	-	162
Families electing to home educate being offered a support visit within three months of registration	N/A	new target	N/A	100%	100%	100%	100%

**SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES**

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
<p><b>Priority 1: Children and young people on roll</b></p> <p>Fair Access – Implement the IYFA protocol to ensure that all pupils without a school place receive a place within an appropriate time scale. Where appropriate direct schools to take pupils</p> <p>Police – Develop information sharing agreement to identify where Police are aware of children who are not in school</p>	<p>All children and young people known to the local authority on roll leading to improved progress and achievement</p> <p>Reduced Safeguarding risk</p>	<p>September 2013</p>
<p><b>Priority 2: Attendance</b></p> <p>Schools, Academies, and PRUs – Implement a range measures to improve attendance; First Day Calling, Parent Letters and Meetings, Home Visits, Rewards for improved and good attendance, Governor engagement and training, appointment of an attendance lead from the school senior leader team, share appropriate attendance information and make referrals to the Attendance service where necessary.</p> <p>Governance &amp; Law – Courts administer issuing of Penalty Notices and Prosecutions for poor attendance at school. Provide support to schools and Attendance service for issuing penalty notices</p>	<p>Improved attendance and less persistent absence leading to improved progress and achievement</p> <p>Reduced Safeguarding risk</p>	<p>March 2014</p>
<p><b>Priority 3.1: Introduce a Primary Inclusion Framework to support a reduction in fixed term and permanent exclusions in the primary phase</b></p> <p>Fair Access – Ensure that all pupils without a school place will be placed within</p>	<p>A more inclusive education system for all young people</p> <p>Fewer permanent exclusions leading</p>	<p>March 2014</p>

<p>a relevant time frame through Casual Admissions and IYFA. Direct schools to take pupils where local arrangements have not agreed a school place, If there is trouble with engagement with the school Fair Access will refer to Area Education Officer.</p>	<p>to improved attendance, progress and achievement</p> <p>Reduced Safeguarding risk</p>	
<p><b>Priority 3.2: Support the ongoing reduction in permanent exclusions</b></p> <p>Governance and Law – administrate the process for appeals against permanent exclusions</p>	<p>A more inclusive education system for all young people</p> <p>Fewer permanent exclusions leading to improved attendance, progress and achievement</p> <p>Reduced Safeguarding risk</p>	<p>March 2014</p>
<p><b>Priority 3.3: Improve the quality of data on fixed term exclusions, to inform interventions by local inclusion forums.</b></p> <p>Inclusion Forums &amp; KIASS partners - ensure that, by intervening earlier where a pupil has had three fixed term exclusions, permanent exclusions will be further reduced. Instigate CAF process and Team Around the Child and Team Around the Family if necessary.</p>	<p>A more inclusive education system for all young people</p> <p>Fewer permanent exclusions leading to improved attendance, progress and achievement</p> <p>Reduced Safeguarding risk</p>	<p>March 2014</p>
<p><b>Priority 3.4: Ensure appropriate full time education within schools</b></p> <p>Schools - to provide information about the use of part time time tables and also to commit to minimising their use. Minimise the use of inappropriate reduced hour timetables.</p>	<p>Less inappropriate use of part- time time-tables. Improved attendance and less persistent absence leading to improved progress and achievement</p> <p>Reduced Safeguarding risk</p>	<p>March 2014</p>
<p><b>Priority 4: Improving outcomes for vulnerable groups</b></p> <p>ELS Standards &amp; School Improvement – Challenge schools where outcomes for vulnerable groups are not considered to be adequate.</p> <p>FSC – Provide social care support through the CAF process for vulnerable children and families to support holistic improvement in outcomes.</p> <p>Information Sharing Agreement developed and implemented as appropriate</p>	<p>Gaps in progress and achievement for vulnerable groups narrowed</p>	<p>March 2014</p>

<p>and necessary in accordance with the Kent and Medway ISA.</p> <p>Customers and Communities – Provide a package of support for young offenders to support educational achievements.</p> <p>EduKent – Provide the processes and procedures which support the delivery of support to schools on a traded basis. Provide Business advice, support and guidance</p> <p>Health – Provide health support through the CAF process for vulnerable children and families to support holistic improvement in outcomes. Information Sharing Agreement developed and implemented as appropriate and necessary in accordance with the Kent and Medway ISA.</p> <p>Schools, Academies and PRUs – Provide appropriate education to support the development of vulnerable young people. And where appropriate Instigate CAFs</p>		
<p><b>Priority 7: Parents and Carers</b></p> <p>Procurement – Provide advice and support for the outsourcing of Kent Parent Partnership Service including the management and content of the procurement process and tender application.</p>	<p>Added value to the current PPS through effective outsourcing</p>	<p>April 2014</p>