

SUPPLEMENTARY AGENDA

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

Tuesday, 16th January, 2024

10.00 am





Direct Dial: 03000 417387
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Ask for: James Clapson
Date: 9 January 2024

Dear Member

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE - 4

I am now able to enclose, for consideration at meeting of the Children's, Young People and Education Cabinet Committee on Tuesday, 16 January 2024, the following reports that were unavailable when the agenda was printed.

Agenda Item No

- 9 23/00125 - Changes to the KCC Local Funding Formula for Schools 2024-25 (Pages 1 - 20)
- 10 23-00126 - Admission Arrangements and Scheme for 2025-26 Academic Year (Pages 21 - 148)
- 14 23-00127 - Extension of Funded Early Years Entitlement and Wraparound Childcare, and the Local Funding Formula for Early Years Providers Funded Entitlement Payments for 2024-25 (Pages 149 - 166)
- 15 23-00128 - Specialist Resource Provision Contracts & Service Level Agreements (Pages 167 - 196)
- 17 23-00124 - Specialist Resource Provision at Folkestone Academy (Pages 197 - 214)

Yours sincerely,

Benjamin Watts
General Counsel

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

To: Children's and Young People's Cabinet Committee – 16th January 2024

Subject: School Funding Arrangements for 2024-25

Decision Number – **23/00125**

Key/Non-Key decision –

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

Classification: **Unrestricted**

Past Pathway of report: N/A

Future Pathway of report: Executive Decision

Electoral Division: ALL

Summary:

The Government has confirmed the funding allocations for schools' funding including primary & secondary schools, early years and high needs (Special Educational Needs) for 2024-25. Kent County Council will receive an additional £33m of Schools Block Dedicated Schools Grant in 2024-25 to distribute to Kent primary and secondary schools (and academies via the Education and Skills Funding Agency). Along with nearly £12m for high needs. Local Authorities remain responsible for agreeing the distribution of funding to schools and educational establishments in accordance with the Government guidance.

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

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2024-25 consultation <https://letstalk.kent.gov.uk/kent-school-funding-formula-2024-25>.

Note that the Cabinet Member will take the relevant Key Decision at the end of January 2024 in line with the Council's decision-making procedures, following further engagement with the Schools Funding Forum regarding proposals standard inflationary increases to Special Educational Needs payments made to schools/colleges.

1. Introduction

- 1.1 Since 2010, the Government has been reforming the school funding system so that it is fairer, simpler and more transparent. Their aim has been to create a system where schools and local authorities will be funded on up-to-date assessment of need that reflects the characteristics of their pupils. Since 2018-19, the *soft* National Funding Formula (NFF) was introduced, whereby Local Authorities were able to distribute the total funding they received from the Department of Education (DFE) for primary and secondary schools in their area through a Local Funding Formula (LFF) using a prescribed list of factors set by the DFE.
- 1.2 Local Authorities are also responsible for setting the payment rates to early years providers for Free Entitlement Rates for both two-, three- and four-year olds along with the funding rates to support Special Educational Needs across early years, schools and post 16 providers.
- 1.3 The 2024-25 planned spending levels for schools' will be the final year of a rolling commitment from Government, first agreed in 2019, and subsequently increased and extended to increase total school funding nationally from £44.4 billion in 2019-20 to £58.8 billion in 2024-25. This is used to fund primary & secondary school core budgets, high needs and central services for schools.
- 1.4 On the 19th December, the Government also announced the intention to increase the overall funding available for Early Years Entitlements by a total of £2.2 billion by 2024-25 (to £6billion), of which approximately £1.6 billion relates to the expansion of entitlements for working age parents; approximately £0.2b was new funding for inflationary increases (equivalent to 3.6% increase); and £0.4b was funding previously received as a separate grant.
- 1.4 The Council must now decide how the Kent's LFF for schools, early years providers and special educational needs payments should change from 1 April 2024 taking into account views from both the schools & early years sector and the Schools Funding Forum. Due to the scale of changes to the early years' entitlement offer, a separate report has been produced for Cabinet Committee.
- 1.5 The Schools Funding Forum is a statutory body made up of a representative group of headteachers, governors or other senior members of staff (i.e. school finance manager) within Kent schools including academy trusts, maintained schools, primary, secondary and special schools. Along with Post 16 and Early Years providers.

2. Background

2.1 The Dedicated Schools Grant (DSG) funding is allocated through 4 separate blocks, with each block calculated using their own nationally set formula (known as a National Funding Formula). Each block has its own rules and Local Authorities cannot transfer funding between blocks without seeking permission from either the Schools Funding Forum or the Secretary of State. The estimated block allocations for Kent for 2024-25 announced in December are set out in table 1 below:

Table 1: Indicative Dedicated Schools Grant Block Amounts (estimated in Dec 23)

Schools Block (SB)	High Needs Block (HNB)	Early Years Block (EYB)	Central Schools Services Block (CSSB)
£1,263.488m	£322.586m	£154.193m	£12.184m

2.2 The School Block allocation is the funding available for primary and secondary school core budgets. The 2024-25 allocation has recently been updated to reflect the latest pupil numbers as recorded on the October 2023 school census confirming a total increase of £33m compared to 23-24 comparative level of which £8m reflects increases in pupil numbers and £25m relating to general increases in funding rates (equivalent to approximately 2% per pupil increase).

2.3 This paper and the associated consultation with schools focused on the distribution of the additional £25m through the Local Funding Formula in 2024-25.

2.4 Over the past year the Government has confirmed its intention to complete its ambition whereby schools’ budgets (for primary and secondary schools) will be set based on a single, national formula rather than each Local Authority being responsible for setting their own Local Funding Formula (LFF) to distribute School funding in their area. This is expected to be completed by 2027-28 and, to ensure a smooth transition for schools, the Government will increasingly tighten the restrictions on Local Authorities when setting their Local Funding Formula from 2024-25. For example: in 2024-25, all local Authorities must include all NFF factors in their local formulae (except the locally determined premises factors) and must also move closer to the NFF rates. The consultation document includes a list of NFF factors that must be used in the schools funding formula for 2024-25 (<https://letstalk.kent.gov.uk/kent-school-funding-formula-2024-25>).

2.5 Following the 2023 Autumn spending review and subsequent announcements just before Christmas, the High Needs Funding allocation for Kent is expected to increase by a total of £12m in 24-25 to £323m (an increase of 3.7%).

3. Schools (Primary & Secondary) Funding Formula Consultation Proposals for 2024-25

3.1 The Kent Schools’ Local Funding Formula 2024-25 consultation was launched during November to coincided with the wider Headteacher briefings that took

place during this time. The consultation document, an illustration tool showing the impact of the proposals on individual school budget, an on-line response form and an equality impact assessment could be accessed via the following link: <https://letstalk.kent.gov.uk/kent-school-funding-formula-2024-25>

- 3.2 The consultation document contains full details of the proposals.
- 3.3 The consultation contained proposals focused on:
- a) The Falling Rolls Fund: whether the fund should continue and whether the fund should be supplemented by a transfer from the Primary & Secondary Schools Budgets.
 - b) Transfer of the Funding from the Schools Block to the High Needs Block: whether there was support to transfer funding which would be equivalent to 1.2% transfer from the primary & secondary schools budgets to the High Needs block to help to fund SEN Support services in mainstream schools.
 - c) Changes to funding factor factors and funding rates: In 2023-24 it was agreed the schools funding formula for primary & secondary schools would mirror the factors and rates of the National Funding Formula, with an equal reduction made to all factor rates to fund the High Needs transfer except the Minimum Per Pupil Level factor which would be reduced by a lower amount (0.5%). The consultation asked whether this principle should continue or whether the MPPL reduction should be increased to 0.9% so that schools are more equally contributing to the transfer.
 - d) Views on the SEN notional budget calculation: the DfE have issued guidance on the setting of the SEN notional budget and have set an expectation that all local authorities should review the calculation each year (see section 5.3).
- 3.4 The consultation results were shared with the School Funding Forum on 1st December where their views and recommendations were also sought.

4. Schools Funding Formula Consultation Results 2024-25

- 4.1 Appendix A provides details of the responses. The consultation results were taken into consideration when the Schools Funding Forum put forward their recommendations to the proposals. In total there were 1,260 visitors to the website with 206 unique responses, with 148 out of 459 primary schools responding, 54 out of 101 secondary & all-through schools and 5 out of 26 special schools. The response rate was slightly lower than last year but higher than historical years.
- 4.2 There were 15 members present at the Schools Funding Forum meeting on 6th December. The meeting was quorum.
- Falling Roll Fund and future funding
- 4.3 The first section of the consultation was in relation to whether schools wanted to continue to support the principle of a Falling Roll Fund, and whether a top-slice

should continue to be made from the Primary & Secondary Schools Budget to help pay for this fund. 77% of respondents agreed with retaining the Falling Roll Fund, which provides financial support to schools who suffer a significant but temporary fall in pupil numbers, where local planning data expect the surplus places to recover within five years. 15 members of Schools' Funding Forum agreed with the proposal.

- 4.4 87% of respondents also agreed the Fund should be paid from the new DfE calculated allocation for Falling Rolls, and should no longer be supplemented by an additional top-slice from the primary & secondary school budgets in 2024-25 and future years. All members of the Schools' Funding Forum present at the meeting agreed with this proposal.
- 4.5 With both the Schools and Schools Funding Forum support it is proposed to retain the Falling Roll Fund and to use the new DfE grant to pay for this Fund.

1.2% Transfer from Schools to High Needs Block

- 4.1 A summary of the results are provided below:

Question	Schools Consultation	Schools Funding Forum Recommendation
Do you agree with the transfer from the Schools budgets to the High Needs Block to support services for mainstream schools?	83% agreed	15 agreed
Do you agree to transfer 1.2%?	79% agreed	14 agreed, 1 disagreed
Do you agree to transfer 1.5%?	78% disagreed	15 disagreed

- 4.2 The Department of Education require all block transfer requests to be consulted with schools and to ensure the Council provides schools with full background details of the request. This is outlined in the consultation document (Appendix 6). Block transfers cannot be automatically repeated each year therefore schools must be consulted on an annual basis and where the transfer is greater than 0.5%, the Secretary of State must also agree, in addition to a formal Cabinet Member decision. At the time of writing, we are awaiting a response to our request from the Secretary of State.
- 4.3 The consultation document, along with section 10 of the Cabinet financial monitoring reports outlines both the latest financial position and proposed principles to addressing the in-year deficit in the DSG. In 2023-24, the forecast grant shortfall is £42m (equivalent to 13% overspend on the High Needs Block). This transfer request forms part of a wider approach to managing the Dedicated Schools Grant deficit recovery alongside reviewing the council's local policies and process in relation to supporting children with SEN. This approach forms part of the Local Authority's plan to move to a balanced in-year position on the High Needs Block as agreed with the DfE as part of the Safety Valve Programme. This programme is for those Councils with the highest deficits to support the development of a sustainable plan for recovery; including further funding from the DfE to pay off part of the deficit. The Council has also agreed to fund part of the historic debt.

- 4.4 The transfer requested is 0.2 percentage points higher than previous requests. It is expected the transfer request of 1.2% will be asked annually over the next 4 years whilst the High Needs budget returns to a more sustainable position. The transfer helps to support future financial sustainability and avoids cuts to SEN services.
- 4.6 With both the Schools and Schools Funding Forum support and subject to the agreement of the Secretary of State, it is proposed to transfer 1.2% from the Schools block to the High Needs Block in 2024-25.

Local Funding Formula Factor and Rate Changes for 2024-25

- 4.7 The next section focused on proposed changes to the formula factors in Kent's Local Funding Formula for primary and secondary schools (LFF) if there was support for the 1.2% transfer. The views from the schools were less conclusive than other questions with a more equal split across the 2 options proposed. 84 (41%) of respondents favoured continuing with the current formula used in 23-24, whilst 123 (59%) of the respondents favoured reducing the minimum per pupil funding level further than the reduction made in 23-24 (increasing the reduction from 0.5% to 0.9% in comparison to the nationally set rate) and so supporting an approach whereby all schools would contribute more equally towards the transfer (in comparison to the budget a school would receive under the National Funding Formula).
- 4.8 10 of 15 members of the Schools Funding Forum supported the approach to set the Minimum Per Pupil Factor at 0.9% less than the NFF valve, whilst the remaining 5 members supported maintaining the reduction at 0.5%. By increasing the reduction to MPPL factor would mean the reduction to all other factors in the LFF would be slightly less.
- 4.8 If the transfer is ultimately not supported, the proposal would have defaulted to mirroring of the National Funding Formula rates as closely as possible. This is in line with the overall guiding principle agreed by the schools and the Schools Funding Forum in previous years.
- 4.8 Last year the Local Authority took the decision to mirror the National Funding Formula more closely to ensure all schools would contribute towards the High Needs transfer, when compared to the budget allocation they would receive through the NFF. The funding formula includes a protection factor to ensure all schools receive a minimum amount of funding per pupil (MPPL). This protection factor will "top-up" a school budget when the budget calculated on the characteristics of a school is lower than the protection threshold. By including a reduction to this protection factor, in the same way as the other factor valves, ensures all school budgets contribute towards the funding of the High Needs Transfer. The reduction to the MPPL is subject to Secretary of State approval.
- 4.11 If the same formula was used as 2023-24, all schools would see a similar level of increase in 2024-25 (c1.4% subject to other population changes) with schools receiving funding from the protection being approximately 0.5% below the NFF budget, whilst other schools would be c1.5% below the NFF budget. If the MPPL was set at 0.9%, those schools impacted would receive a slightly lower

increase in 2024-25 of around 1%, whilst all other schools would see a slightly higher increase of around 1.6%.

- 4.12 With the Schools Funding Forum support, and subject to the agreement of the Secretary of State, it is proposed that if the 1.2% transfer is agreed the Local Funding Formula for primary and secondary school budgets will be set by reducing all NFF factor values equally except the Minimum Per Pupil Level rate which would be set at 0.9% lower than the NFF rate in 2024-25.

5 Other Formula Rate Proposals 2024-25

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

High Needs Funding Formula Rates 2024-25

- 5.3 The total value of High Needs funding is expected to increase by £12m from £311m in 23-24 to £323m in 2024-25, an increase of under 4%. This increase is significantly lower than recent years whereby the High Needs Budget has received annual increases of around 10%. The increase is insufficient to meet the current in-year deficit on the High Needs block which is forecast to be £45m in 2023-24. The High Needs budget is used to fund payments for top up funding to mainstream schools & post 16 providers for individual children with SEN, Specialist Resource Provisions, Special Schools and Alternative Provision Funding. Any standard funding rate increases for educational providers have to be balanced between adding further pressure to the High Needs block and recognising inflationary pressures that SEN education providers are facing including the rise in teachers' and support staff salaries along with wider inflationary changes.

SEN Notional Budget 2024-25

- 5.3 The final section of the consultation sought views from schools on the current factors included with the calculation of the SEN notional budget. The notional SEN budget is not a separate budget but is a notional amount identified within a maintained schools' delegated budget share or an academy's general annual grant. It is intended to support mainstream schools to understand the amount of funding within their school budget that helps them to comply with their duty in relation to supporting children with SEN. This will be reviewed by the Schools Funding Forum and their High Needs Funding Subgroup to confirm proposals and consider the implications of any changes.

6 Financial Implications

- 6.1 All funding proposals associated with the Schools' Local Funding Formula proposals (primary & secondary schools) are made within the total school block available for distribution in 2024-25. The Government requires the full school block to be distributed to schools, except where a block transfer has been agreed.
- 6.2 The High Needs Block is significantly overspent and therefore all proposals must consider the financial impact and subsequent savings that will need to be

achieved to meet any commitments to increase funding rates to support children with Special Educational Needs.

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

7 Legal implications

- 7.1 There are no legal implications, but the Council is required to set the schools budget in accordance with Education Act 2002 and the Conditions of DSG Grant 2024-25. School Budgets must be published by 28th February of each year and the Early Years funding rates must be published by 31st March for the forthcoming financial year.
- 7.2 The Schools Funding Forum generally have a consultative role whose composition, constitution and procedures of schools forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended).

8 Equalities implications

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

9 Other corporate implications

- 9.1 This does not have an impact on other areas of the Council.
- 9.2 The proposed decision would fall under Objective 1 of Framing Kent's Future: maintaining KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families, through the setting the annual school budget.
- 9.3 The proposed decision will support Objective 2 of Securing Kent's Future: by securing additional income to the High Needs Block from the Schools Block will support financial sustainability of the 2024-25 Dedicated Schools Grant High Needs Budget.

10 Governance

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

11 Alternatives considered

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

12 Conclusions

- 12.1 The Government requires schools to be consulted on an annual basis regarding any proposed changes to Local Funding Formula and the request to transfer

funding from the school's block to high needs block. The consultation sought views as to whether to replicate the methodology used in setting school budgets in 2023-24 and continue to recognise and address areas of local concern or move further towards the National Funding Formula and therefore no longer reflect the local circumstances in Kent. It is recognised the request to transfer 1.2% from the schools to high needs block to fund SEN support services in schools is particularly sensitive, but if we did not it would mean we are not exploiting all options open to us to do all that we can to help manage this significant high needs budget challenge.

12.2 The Schools Funding Forum considered the feedback from the schools' consultation in reaching their position on the principles of the schools' budgets for 2024-25 and this has been reflected in the recommendations put forward in this paper when setting the Local Funding Formula for 2024-25 and seeking approval from the Secretary of State for both the 1.2% transfer and to reduce the minimum per pupil funding level.

12.3 The Schools Funding Forum will be consulted on the principles for setting Early Years Funding Formula and any standard inflationary increases for rates paid from the High Needs Block. The Cabinet Member for Education & Skills will be asked to make this decision in early February in readiness for formal publication at the end of February 2024.

14 Recommendation(s):

14.1 The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education & Skills on the proposed decision to implement the proposals set out within the Kent Schools' Local Funding Formula 2024-25 consultation
<https://letstalk.kent.gov.uk/kent-school-funding-formula-2024-25>.

14.2 Note that the Cabinet Member will take the relevant Key Decision at the end of January 2024 in line with the Council's decision-making procedures, following further engagement with the Schools Funding Forum regarding proposals on Early Years Free Entitlement and standard inflationary increases to Special Educational Needs payments made to schools/colleges.

14 Background Documents

10.1 The Kent Schools' Local Funding Formula 2024-25 Consultation documentation can be found in the link below:
<https://letstalk.kent.gov.uk/kent-school-funding-formula-2023-24>.

15 Contact details

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School Funding Formula Consultation

Summary of Responses - Duplicates Removed

Consultation Visitors

Total Visits 1.26 k

Documents	Downloads	
	Visitors	/ Views
Consultation document	420	516
School Interactive Model	342	436
Consultation Document - Appendix 6	168	195
Equality Impact Assessment	86	90

Number of Responses

A) an individual school (maintained schools, individual academies or free schools)	110
B) an Academy Trust for all Kent schools within the Trust	18

	A	B	Total	
Primary	77	71	148	71%
Secondary	29	22	51	26%
All-through	2	1	3	2%
Special	2	3	5	2%
Blank	0	0	0	0%
Total	110	97	207	100%

Responses by District

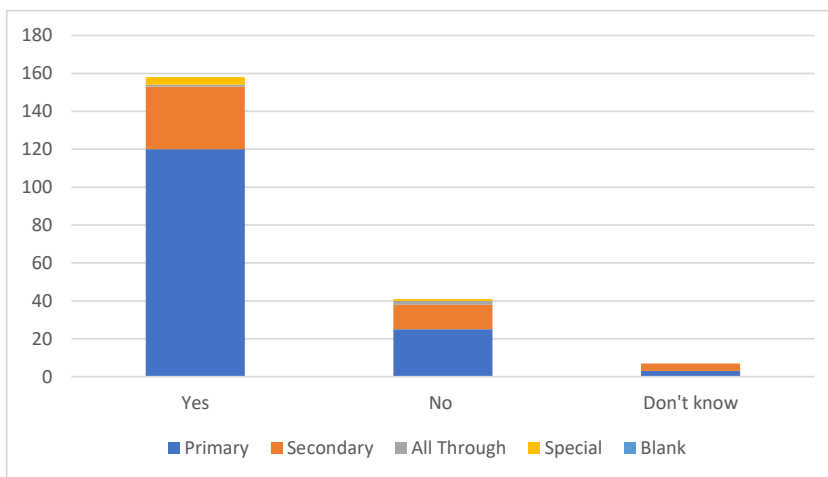
Ashford	8	6%
Canterbury	6	5%
Dartford	7	5%
Dover	9	7%
Folkestone and Hythe	5	4%
Gravesham	8	6%
Maidstone	19	15%
Sevenoaks	8	6%
Swale	5	4%
Thanet	8	6%
Tonbridge and Malling	15	12%
Tunbridge Wells	12	9%
Blank	18	14%
Total	128	100%

Responses by Role

Bursar/Business Manager	52	41%
Headteacher	57	45%
Executive Headteacher	5	4%
Governor	4	3%
Other	10	8%
Total	128	100%

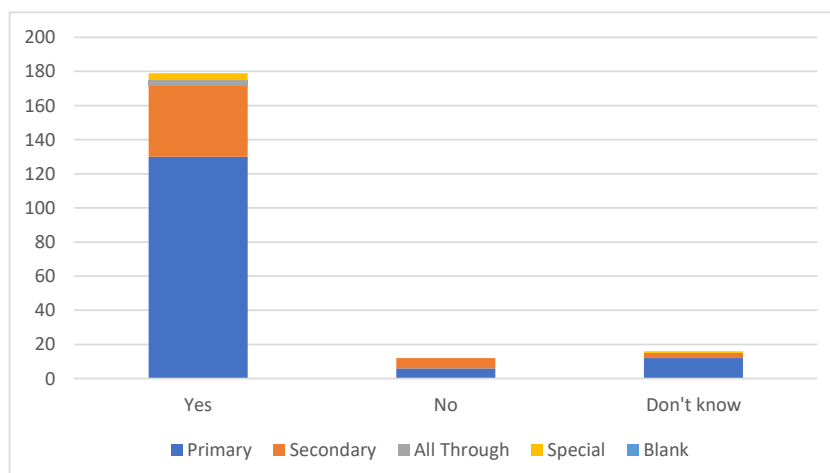
Since 2020, KCC has run a Falling Rolls Fund to provide financial support to schools who suffer a significant yet temporary fall in pupil numbers, where local planning data shows that the surplus places would be needed within the next three financial years. This Fund has been financed through an annual top-slice of the primary and secondary school budgets. For 2024-25, the DfE are introducing separate grant funding for the operation of a Falling Roll Fund, along with further guidance and changes to the mandatory criteria. We are proposing to maintain a Falling Roll Fund with future funding to be met from the DfE calculated allocation rather than continuing to top-slice primary and secondary school budgets to supplement this Fund. The current criteria, set out in Appendix 3 of the consultation document, will be updated to reflect mandatory changes directed by the DfE with any further changes to criteria subject to a separate consultation once funding allocations have been agreed (if necessary). The Schools' Funding Forum will be consulted on whether the underspend from 2023-24 is used in 2024-25 to support transition to this new funding model. Please see section 1 and Appendix 3 of the consultation document for further details. Do you support the principle of continuing to have a Falling Roll Fund?

	Primary	Secondary	All Through	Special	Blank	Total
Yes	120	33	1	4	0	158
No	25	13	2	1	0	41
Don't know	3	4	0	0	0	7



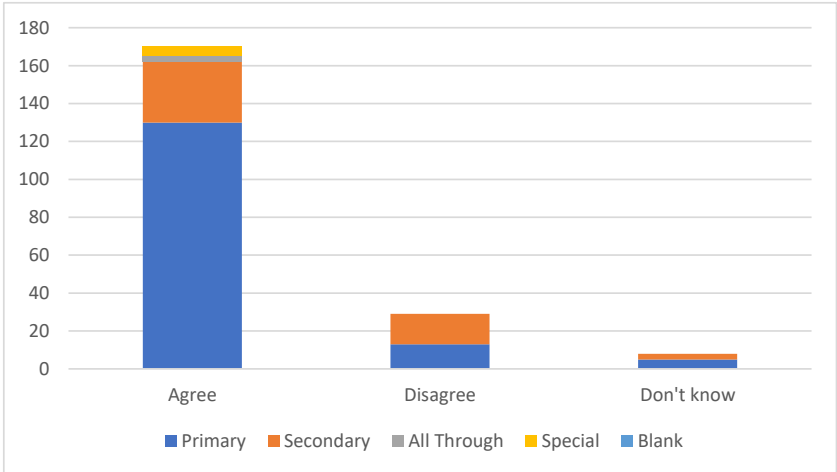
Do you support the principle of the Falling Roll Fund being funded from the DfE calculated allocation and no longer supplemented by an additional top-slice from the primary and secondary school budgets in 2024-25 and future years?

	Primary	Secondary	All Through	Special	Blank	Total
Yes	130	42	3	4	0	179
No	6	6	0	0	0	12
Don't know	12	3	0	1	0	16



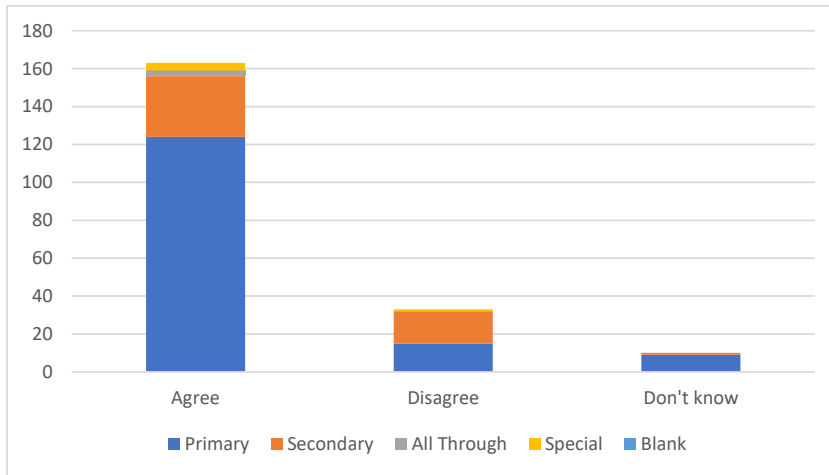
For 2024-25, KCC is proposing to repeat the transfer from the Schools Block to into the High Needs Block made in previous years. We appreciate we have asked this question in previous years', but we are required to consult annually on this proposal. The request is to transfer between 1.2% to 1.5% of the school budget to the High Needs Block (approximately £15m to £19m). We recognise this request is slightly higher than the transfer made in recent years, but it does match our proposals submitted as part of KCC's Safety Valve application. For us to return to a sustainable position we recognise an annual request equivalent to 1.2% is likely to be required for each of the next 4-years, and so we would like to seek your views as to whether you wish to see a higher transfer (1.5% for 2024-25) over the next 3 years rather than a slightly lower transfer (1.2%) but over 4 years. By approving a 1.5% transfer for 2024-25 would give schools the flexibility to either cease the block transfers a year early (if in the subsequent 2 years the block transfers increased to approximately 1.65%) or alternately lead to a position where the block transfer in 2027/28 would be substantially smaller (approximately 0.3%). In all options the total amount transferred from the school block over the 4-year period would stay the same, it is the profile that changes. The Safety Valve is a DfE led programme for those local authorities with the highest accumulated High Needs deficits, whereby the Council has agreed to implement actions to bring the deficit down and to move to an in-year breakeven position by March 2028 in return for a contribution from the DfE totalling £142m to help pay off the accumulated deficit between 2022-23 and 2027-28. In addition, the Council will be contributing up to £82m during the same period. These contributions are enabling Kent to move to a more sustainable funding system without the need to make more significant cuts in high needs services to pay off the accumulated deficit. In order to support this, the continued transfer of funding from the schools' budget during this period will be required. Similar transfers have been made since 2018, and supported by both the Schools and the Schools Funding Forum to contribute towards SEN services in mainstream schools funded from the High Needs Block. It would help to support the system of SEN support across the county including ensuring sufficient funding for the County Approaches to Inclusive Education. Please see section 2 and appendix 6 of the consultation document for further details. Do you agree or disagree to a transfer from the Schools Block to the High Needs Block to contribute towards support for Children with SEN in mainstream schools funded from the High Needs Block?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	130	32	3	5	0	170
Disagree	13	16	0	0	0	29
Don't know	5	3	0	0	0	8



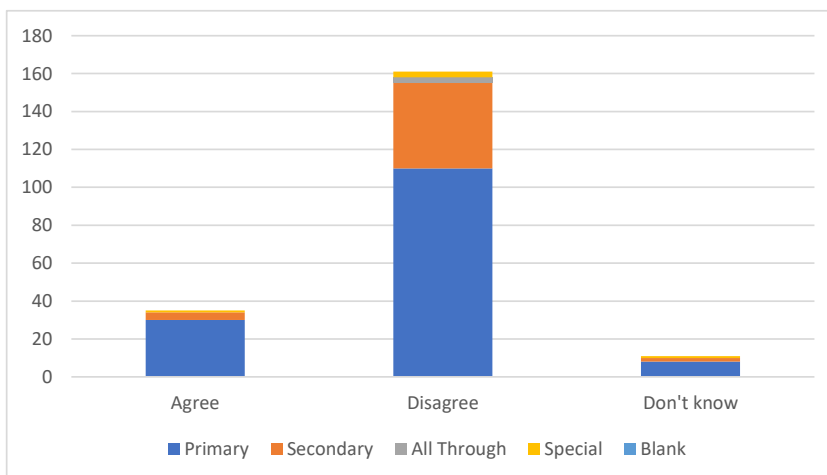
Do you agree or disagree with the transfer of 1.2% (approximately £15.1m) from the Schools Block to the High Needs Block for 2024-25, to fund support for children with SEN in mainstream schools funded from the High Needs Block?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	124	32	3	4	0	163
Disagree	15	17	0	1	0	33
Don't know	9	1	0	0	0	10



Do you agree or disagree with the option to transfer a higher amount of 1.5% from the Schools Block to the High Needs Block for 2024-25, on the principle the period of transfers would be shorter?

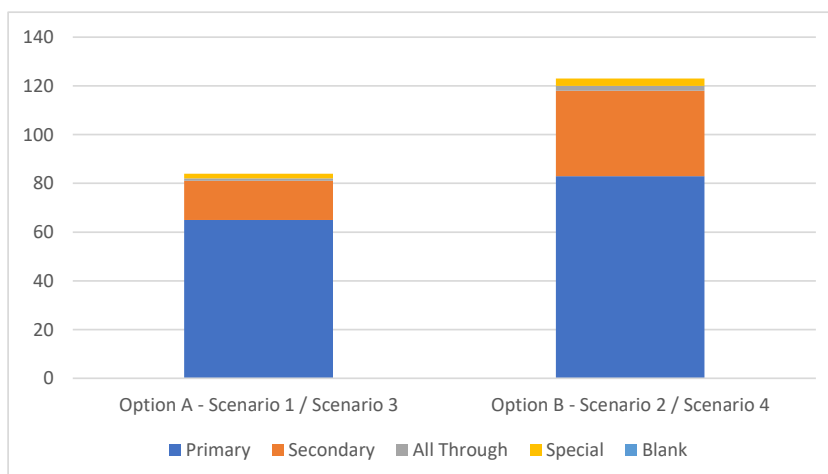
	Primary	Secondary	All Through	Special	Blank	Total
Agree	30	4	0	1	0	35
Disagree	110	45	3	3	0	161
Don't know	8	2	0	1	0	11



In 2023-24, the Council moved the Kent’s local formula (LFF) to a position where it meets the DfE definition of “mirroring” the NFF both in terms of factors and rates, whereby all rates are within 2.5% of the NFF (see Appendix 2). Exceptions were made to enable the funding of High Needs transfer and other changes in the demographics of the pupil population not covered by the grant funding. In addition, the Council was also successful in dis-applying the mandatory protection factor (Minimum Per Pupil Level) to ensure all schools contribute more equally towards the funding of these areas. If there is continual support to fund the transfer from the Schools Block, we would like your views on how this should be funded, along with any further changes in pupil demographics. In 2023-24, all factor rates were reduced equally except the Minimum Per Pupil Level factor which was reduced by a lesser extent (0.5% below the NFF). The Minimum Per Pupil Level is a protection factor, which allocates further funding to a school budget, to ensure a schools receive a minimum amount of funding per pupil. This factor will “top-up” a school when the budget calculated on the characteristics of the school is lower than the protection threshold. By including a reduction to this protection factor, in the same way as the other factor valves, ensures all school budgets contribute to the funding the High Needs Transfer. The proposal is to maintain the principles agreed in 2023-24 and continue to mirror all NFF factors and rates whilst ensuring all schools continue to contribute as equally, as reasonably possible, towards the funding of the transfer or further changes in pupil demographics. This approach will mean the formula rates will continue to increase in a similar way to the National Funding Formula.

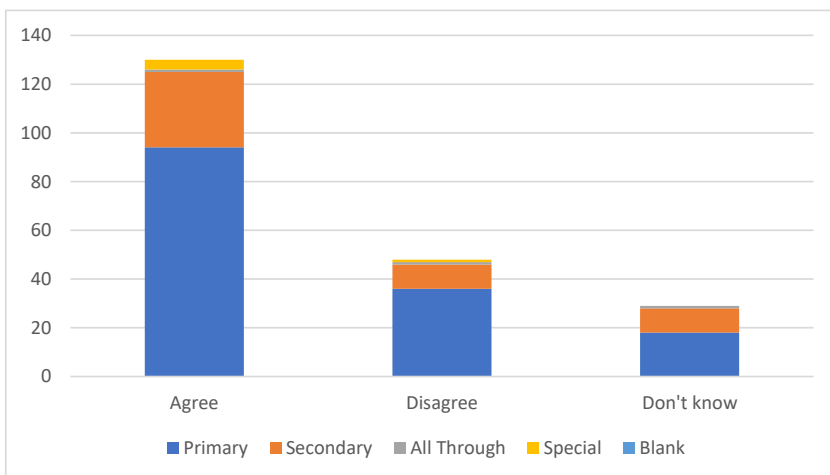
We are seeking your views as to whether we continue to set the Minimum Per Pupil level at 0.5% lower than the NFF whilst other factors in the formula are reduced by more (around 1.6%-2.1% below NFF), or whether the MPPL should be set at 0.9% lower than the NFF and all other factors set at around 1.5%-1.9% below NFF (with the possibility that all factors are set on the same basis in 2025-26, which would be subject to a future consultation) with the aim that all schools will contribute equally towards the high needs transfer in future years. The proposal will continue to mean any further pupil demographic changes, not funded through the NFF grant, will be met by further reductions to all factors (except the protection factors i.e. MPPL). The Minimum Per Pupil Level is a mandatory factor and so any changes to it would also be subject to Secretary of State approval. If there is support to transfer funding from the Schools Block to support children with SEN in mainstream schools, KCC would like to understand which of the following scenarios schools prefer: a) Scenario 1 / Scenario 3 – support the principle of mirroring the National Funding Formula by reducing all NFF factor values equally to fund support for Children with SEN in mainstream schools and any further pupil demographic changes, except the Protection Factors which are set at 0.5% less than the NFF (Minimum Per Pupil Level Factor and Minimum Funding Guarantee). (Appendix 4, Table 2 and 4). All schools contribute towards the funding of high needs transfer; however schools on the MPPL contribute at a lower rate. b) Scenario 2 / Scenario 4 – support the principle of mirroring the National Funding Formula by reducing all NFF factor values equally to fund support for children with SEN in mainstream schools except the Protections Factors which are set at 0.9% less than NFF (Minimum Per Pupil Level Factor and Minimum Funding Guarantee). (Appendix 4, Table 3 and 5). All schools would contribute more equally towards the funding of the high needs transfer. Which scenario would you prefer?

	Primary	Secondary	All Through	Special	Blank	Total
Option A - Scenario 1 / Scenario 3	65	16	1	2	0	84
Option B - Scenario 2 / Scenario 4	83	35	2	3	0	123



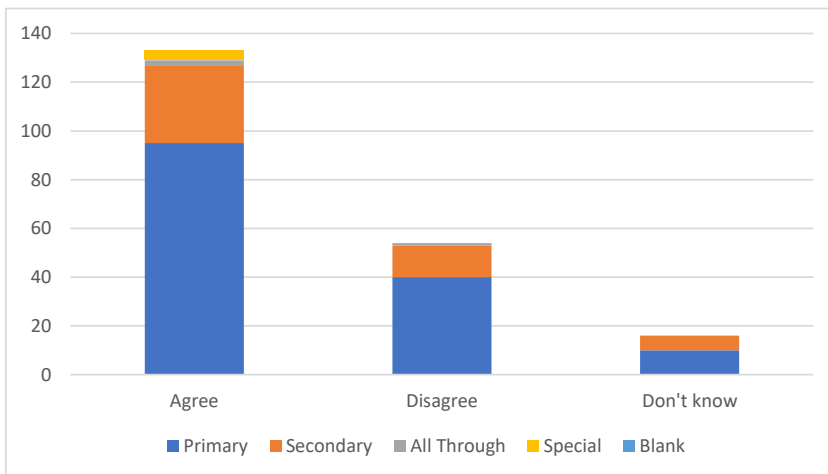
The notional SEN budget is not a separate budget but is identified within a maintained schools' delegated budget share, or an academy's general annual grant, and is calculated by local authorities using their local mainstream schools funding formula factors. It is intended to identify to the estimated proportion of the school budget that helps schools to comply with their duty to use their "best endeavours to meet SEN of their pupils" including the costs of SEN Support and up to the first £6,000 of the additional costs for individual children. There is no national formula for the calculation of the Notional SEN budget, but the DfE have recently published additional guidance and are recommending all local authorities review their calculation each year alongside their local formula. In Kent, it is also used to calculate whether a school is eligible for "notional SEN top up funding" (additional contribution towards the first £6,000 of additional support that is normally expected to be funded by a mainstream school). Kent's current formula for SEN Notional Budget is based on the principle that pupils with certain demographic characteristics are more likely to have SEN and therefore attract additional funding through certain funding factors in the core budget. The DfE have indicated the factors they would normally expect to see included in the calculation Mobility Factor: this factor provides additional funding to schools who have a significant number of pupils admitted at non-standard times of the year. The DfE have indicated there may be a higher prevalence of SEN amongst pupils who frequently move between schools. We are seeking your views as to whether you think this is the case and so should be considered in the SEN Notional Budget Calculation. Do you agree or disagree whether the mobility factor should be included in the SEN Notional Budget?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	94	31	1	4	0	130
Disagree	36	10	1	1	0	48
Don't know	18	10	1	0	0	29



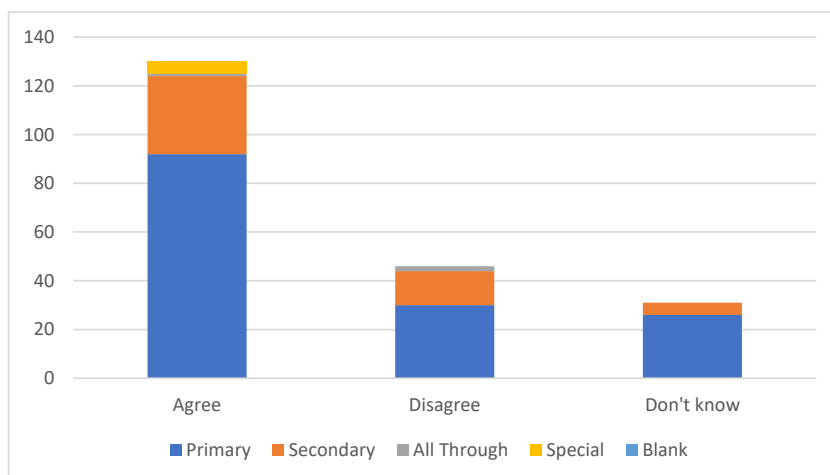
English as an additional language: this factor provides additional funding to a school with pupils where English is not their first language. This factor has historically been included in the SEN Notional Budget calculation. Analysis has indicated there is not a relationship between a pupil with SEN and this characteristic. On this basis we are seeking views as to whether this factor is removed from the SEN Notional Budget calculation. Do you agree or disagree whether English as an additional Language should be removed from the SEN Notional Budget?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	95	32	2	4	0	133
Disagree	40	13	1	0	0	54
Don't know	10	6	0	0	0	16



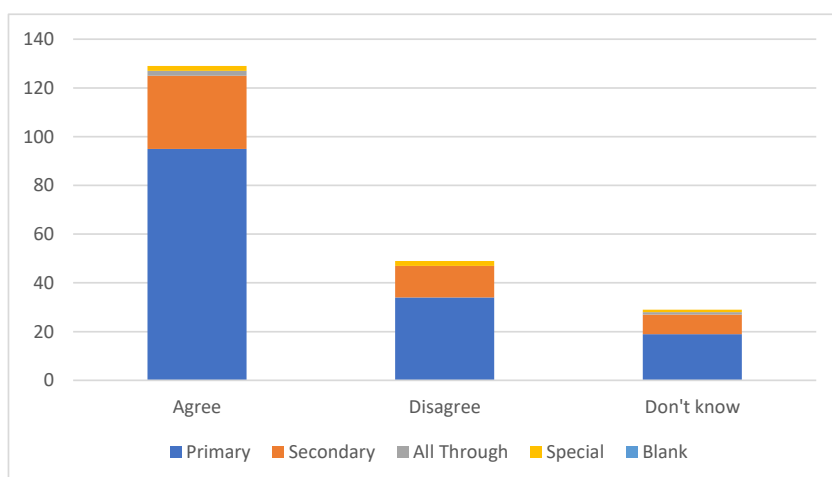
Basic Entitlement Factor: this factor provides a standard amount of funding for every pupil in the school (with a different rate applied for different key stages). This factor has historically been excluded from the SEN Notional Budget calculation however, the DfE have indicated they would expect to see a small proportion of this funding included. On this basis we are seeking your views as to whether this factor should be considered (in part) in the SEN Notional Budget calculation to recognise the prevalence of SEN is not only directly attributable to certain demographic characteristics of pupils. Do you agree or disagree whether we should include a proportion of the basic entitlement factor in the SEN Notional Budget?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	92	32	1	5	0	130
Disagree	30	14	2	0	0	46
Don't know	26	5	0	0	0	31



Protection Factors: this factor provides “top up funding” for schools where either, their core school budget is below a certain threshold or to ensure per pupil funding increases by a minimum percentage each year. Currently, 100% of the funding received through the minimum per pupil level is included within the SEN Notional Budget Calculation to recognise some schools receive other funding (not directly through the more traditional factors) that could be attributable to supporting SEN and so demonstrating that these schools have sufficient funding for their pupils with SEN. We are seeking your views whether the proportion of this factor is reduced to reflect “top up” funding may be received for other reasons than just SEN. Do you agree or disagree whether we should review the proportion of the Protection Factors (Minimum Per Pupil Level) in the calculation of the SEN Notional Budget?

	Primary	Secondary	All Through	Special	Blank	Total
Agree	95	30	2	2	0	129
Disagree	34	13	0	2	0	49
Don't know	19	8	1	1	0	29



Do you have any other views or comments on the calculation of SEN Notional Budget?

It is frankly extraordinary that MPPL funding be included in the notional SEN budget. Our school receives nearly £500k due to the woeful funding that would be received by factors alone. The MPPL was introduced to recognise that such schools NEED more than this to run a school. The idea that this can all be allocated to SEN is laughable. We support the full NFF.

SEN funding needs to be calculated appropriately as a primary school we will have children whom we will need funding for

I am slightly concerned about question 15 as I do not see why the BEF is part of notional funding. Why is this now a consideration?

Move towards the National Funding Formula

It is incredibly, and ever more challenging trying to meet the needs of children in school. They are so diverse and require such additional support - we find ourselves only able to apply for additional funding for a select few to make it manageable. Children require such bespoke 1:1 support now that for an infant school like ours, we have to contribute much of our budget when applying for HNF so we can employ an additional adult to support the child. Parents view our school already having in mind that we are 'good' at supporting, however this is to the detriment of our school budget. There is NOT enough money for SEN across our schools, and it is not easy to teach anymore. There is such a high level of provision mapping and intervention that is required, just to help children make the expected progress. We need additional TAs to support with this, but can not afford. We can not deliver high quality teaching without the funds to support.

A defined formula set by the DfE would be welcomed.

If the SEN budget is notional - then why are we talking about what is included. It feels if by stealth this is going to be measured and not notional. As a selective school this looks like a way to further reduce non-high school funding.

Schools with high levels of need should be identified and protected from rapid changes in your formula calculations as in 2021 when you increased the notional SEN amount dramatically; funding for such schools should be ringfenced

Schools with lower numbers of SEND children should not benefit from Notional SEN Funding. Notional SEN Funding should directly relate to the number of SEND children on role. Schools with high numbers of SEND children will be using this funding to support SEND children. Schools with lower numbers will use this as part of their MPPFL. Schools with high numbers of SEND children effectively have a lower MPPFL.

Would also favour a formula which allows for a greater level of funding to be made available to schools like ours where there is higher proportion of SEN compared to the national and county average

no

The MPPL 'top up' is to ensure that schools receive a minimum funding level, to label that all SEN is patently false. It prevents schools with a higher level of HNF children claiming back an element of the additional funds school pays to look after HNF children as schools are unlikely to reach the 40% top up rule.

It must reflect the number of students in each school that have an EHCP or are on the SEND register (as long as this is done properly). The current situation is not equal as some schools receive much more funding than others, despite having a much smaller cohort of SEND students.

Scenario 3 and 4 hold back 1.5% of the schools' block funding to redistribute to the high needs block - while scenario 1 and 2 only hold back 1.2%.

For scenario 2 the funding formula rate increased by a slightly higher rate than the national funding formula (NFF) while the minimum per pupil funding is slightly less than the NFF rate increase.

When factors are changed it has historically meant that sometimes the resulting new formula results in a lower amount allocated. Will the change in factors above mean less funding?

Notional SEN should not be equal in settings with different incidences of SEN and therefore a reduced proportion should be applied to these settings.

Kent should certainly reduce the percentage of MPPL included in SEN notional budget from the current 100% to maybe even 0% - only 14 LEAs use MPPL to any extent in their notional SEN calculation - see Figure 31 in <https://www.gov.uk/government/publications/schools-block-funding-formulae-2022-to-2023/schools-block-funding-formulae-2022-to-2023-analysis-of-local-authorities-schools-block-funding-formulae#notional-special-educational-needs-sen>.

Appendix 5 sets out two different schools and seems to show that protection factors such as MPPL should be included so that schools notional SEN budgets are similar, which seems to be based on the assumption that all schools should have similar notional SEN funding. This is not true. A school with a higher incidence of SEN needs a higher notional SEN budget. As the consultation document states "The protection factors (minimum per pupil level and minimum funding guarantee) were also included to reflect that schools receive other "top up" funding that could be attributable to support SEN". Yes, some of the protection factors could be attributed to SEN, but not all of it, as the top up funding is also to support other needs.

No

No

I don't understand enough about the Notional SEN budget to comment

Providing support beyond £6000 is becoming more of an issue when the need to support families with assessment and counselling are taken into account - something schools are doing more and more. Whilst not all student who access counselling have an SEND, very many do. With changes to HNF a school like ours may well be penalised as SEND in grammar settings is not something some schools understand - particularly as there is a current (recognised) deficit of SRP support for high performing girls with ASC as is provided at the Judd and Langton Boys for male students. We also experience more issues with post-16 students and SEND needs - a growing issue for those capable of A Level study who wish to continue at their 11-16 setting, or look to transfer at this stage into a new sixth form.

No

I would like there to be a considered approach to how much of a schools budget is identified as SEN Notional Budget. Whilst appreciating that the focus is for mainstream schools to be able to support the SEN needs with a reducing top up funding, this must not be at the detriment of other children in the school and a reduced general budget allocation. Schools need flexibility to be able to allocate more budget to SEN if needed, without it being ringfenced and pressure put to balance increasing costs against reducing general allocations.

Require increased funding to provide support for schools with high % of SEN pupils

In a small school with a high level of need, the SEN Notional Budget barely covers the cost of the SENCo. Even with HNF top-up this puts inclusive schools at a financial disadvantage.

It feels that there is a hidden agenda here...

Quite probably KCC debt related to a high needs funding system that was devised with no ceiling.

Conflicting information from KCC SEND meetings and KCC BUDGET TEAM meetings are leaving us feeling ill informed to answer these questions with any certainty.

The notional budget based on current factors discriminates against school where SEN is high, but levels of deprivation are low. Our school does not currently fall into any of the deprivation factors, we have low FSM, low EAL, not much pupil mobility and high attainment. Staffing and resources still need to be in place for the many pupils who have SEN, but the budget is not made available to our school because we don't fall into these categories.

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

To: **Children, Young People and Education Cabinet Committee – 16 January 2024**

Subject: Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2025/26

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: All

Summary:

To report on the outcome of the consultation on the proposed scheme for transfer to Primary and Secondary schools in September 2025 including the proposed process for non-coordinated In-Year Admissions. Cabinet Member will be asked to accept and determine the co-ordinated schemes for Primary & Secondary Admissions in Kent, the In-Year Admission process for Primary & Secondary schools in Kent and the admission arrangements for the 2025/26 school year.

Recommendations:

The Children’s, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the decision to DETERMINE:

- a) The Coordinated Primary Admissions Scheme 2025/26 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2025/26 incorporating the In Year admissions process and Kent Test process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2025/26 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2025/26 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2025/26 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2025/26 as set out in Appendix D (2)

- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2025/26 as detailed in Appendix A (2) and the relevant statutory consultation areas for Kent Secondary Schools 2025/26 as set out in Appendix B (2)

1. Introduction

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.

1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2025/26 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2025. Due to the fact the scheme remains unchanged other than date adjustments to accommodate the minor variations between annual calendars, admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

2. Consultation Processes

2.1 An LA consultation ran from 30 November 2023 until 11 January 2024 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2025/26;
- b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2025/26;

2.2 Further LA consultations ran from 30 November 2023 until 11 January 2024 which adjusted the sixth form entry requirements of Dover Grammar School for Girls and Simon Langton Grammar School for Girls. These changes were made to accommodate each school's current course offering and reflect their intake requirements.

2.3 Dover Grammar School for Girls have the following intake requirements:

- The minimum requirement is three 6 grades and three others at 5 grade.

- At least a grade 4 or above in English and Mathematics.
- Photography will also no longer be offered as a 4th A level option

2.4 Simon Langton Grammar School for Girls have the following intake requirements:

- A minimum of 8 GCSEs grades 9-5, including 6 grades 6s*
- A minimum grade 5 in their best English and Mathematics

3. Outcome

(a) The Co-ordinated Primary Admissions Scheme 2025/26 incorporating In Year admissions process

a.i All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2025/26. No Infant, Junior or Primary schools or Academies have refused to accept the scheme. The scheme dates are set out in a similar way to last year with small adjustments for variations in weekdays and weekends from one year to the next. The scheme specifies a process for schools to follow when making offers for in year applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

a.ii The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.

a.iii The details of the scheme for determination are located in Appendix A

(b) The Co-ordinated Secondary Admissions Scheme 2025/26 incorporating the In Year Admissions Process

b.i The Secondary Co-ordinated Scheme was agreed by all Kent Admissions Authorities. No Secondary schools or Academies refused to accept the proposed scheme. The scheme specifies a process for schools to follow when making offers for in year applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties.

b.ii The Secondary Co-ordinated Scheme continues to include provision of a centralised assessment process for Kent Grammar schools (The Kent Test). Officers will ensure that suitable arrangements are made for the provision of this assessment process within the forthcoming academic year.

b.iii The LA is required to assist parents where they have difficulty securing a school place. Schools and academies must keep the LA informed about the vacancies in each year group as they arise in order for the LA to carry out its statutory duty to ensure every eligible child has a school place.

b.iv The details of the proposed scheme for determination are located in Appendix B

(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2025/26

c.i The proposed over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are the same as those used in 2024. The LA is not required to widely consult where there are no proposals to change Community or Voluntary Controlled school's oversubscription criteria.

c.ii Details of the over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are located in appendix C (1).

(d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2025/26

d.i The proposed over-subscription criteria for Community and Voluntary Controlled Secondary Schools for pupils in Year 7 is the same as that used in 2024. Because there are no changes proposed, no consultation was required.

d.ii As outlined above, KCC consulted on sixth form admission arrangements for Dover Grammar School for Girls and Simon Langton Grammar School for Girls. Consultation information was shared with parents attending any primary school in a 10 mile radius for each school and all current pupils of each secondary school. Consultation materials were also promoted on Kent County Councils Website, school websites, social media and local press.

d.iii Due to the timing of this year's Cabinet Committee meetings, it was necessary to complete papers before the full conclusion of these consultations. By 04 January 2024 no objections were received. Officers will provide verbal updates in the event further responses are received before the consultation deadline.

d.iv Details of the over-subscription criteria for Community and Voluntary Controlled Secondary Schools in Kent are located in appendix D (1)

(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2025/26

e.i The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Primary, Infant and Junior schools are identified in Appendix C (2). The LA can only determine the admission number for schools where it is the admissions authority and the schools listed fall into this category, at the time of going to print.

e.ii The LA is not required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Assistant Directors - Education worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are included within Appendix C (2) where agreement was reached.

(f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2025/26

f.i The proposed Published Admission Numbers (PAN) for Community and Voluntary Controlled Secondary schools are detailed in Appendix D (2). The LA can only determine

the admission number for schools where it is the admissions authority and the schools listed fall into this category, at the time of going to print.

f.ii The LA is not required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Assistant Directors - Education worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix D (2) where agreement was reached.

(g) Relevant Statutory Consultation Areas 2025/26

g.i Relevant statutory consultation areas have not changed for 2025/26. Details for the Primary arrangements are in Appendix A (2) and Secondary arrangements in Appendix B (2).

4. Equality Implications

Reviewed Equalities Impact Assessments were considered as part of this process

5. Financial Implications

Following the outcomes of the consultation there may be changes to school provision in identified areas in order to fulfil the intent of the admissions schemes and arrangements. The costs to this provision will be identified in the subsequent reports that will be considered by Children, Young People and Education Cabinet Committee where necessary. There is an annual cost for the provision of Kent test materials in the region of £200-230k in line with provider contracts, which in turn are finalised through competitive tender in conjunction with Commissioning colleagues.

6. Legal Implications

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities.

7. Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the decision to DETERMINE:

- a) The Coordinated Primary Admissions Scheme 2025/26 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2025/26 incorporating the In Year admissions process and the provision of Kent Test and related materials as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2025/26 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2025/26 as detailed in Appendix D (1)

- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2025/26 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2025/26 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2025/26 as detailed in Appendix A (2) and the relevant statutory consultation areas for Kent Secondary Schools 2025/26 as set out in Appendix B (2)

Lead Officer Contact details

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Background documents

Appendix A - Coordinated Primary Admissions Scheme 2025/26 (including relevant statutory consultation areas)

Appendix B - Coordinated Secondary Admissions Scheme 2025/26 (including relevant statutory consultation areas)

Appendix C – Admission Arrangements for Community and Voluntary Controlled Infant, Junior and Primary Schools 2025/26 (including oversubscription criteria and published admission numbers)

Appendix D – Admission Arrangements for Community and Voluntary Controlled Secondary Schools 2025/26 (including oversubscription criteria and published admission numbers)

Appendix E – Scheme Equality Impact Assessment

Appendix F – Admission Arrangements Equality Impact Assessment



Kent County Council
Determined Co-ordinated Scheme for

Primary Admissions

Academic Year 2025/26

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3) and
Determined Primary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

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Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for Infant and Primary schools, Year 3 for Junior schools and Year 7 for Secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 28 February who will then impose a scheme to which all admission authorities must adhere.
- This consultation was open from 9.00 am on 30th November 2023 until midnight on 11th January 2024. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.

Section 1 –

Details of the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School Year 3

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2025.

Year R applications are normally for children born between 1 September 2020 and 31 August 2021. Year 3 applications are normally for children born between 1 September 2017 and 31 August 2018.

The Key Scheme dates are:

Key Action	Scheme Date
Application for Primary Intake/Junior Transfer opens	Tuesday 5 November 2024
National closing date for application forms	Wednesday 15 January 2025
Final date for acceptance of on time changes to application details	Friday 7 February 2025
Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools	Tuesday 11 February 2025
Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their oversubscription criteria	By Friday 14 February 2025
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Wednesday 5 March 2025
Primary, Infant and Junior schools sent list of allocated pupils	By Wednesday 2 April 2025
National Offer Day: e-mails sent after 4pm	Wednesday 16 April 2025
Schools send out welcome letters no earlier than	Tuesday 22 April 2025
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Wednesday 30 April 2025
Kent County Council will send schools reallocation waiting lists for ranking against their oversubscription criteria	Wednesday 7 May 2025
Deadline for lodging of appeals	Tuesday 20 May 2025
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Wednesday 14 May 2025
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Thursday 22 May 2025

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **Thursday 22 May 2025** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 25 to 34. After **Thursday 22 May 2025**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admissions Authorities including Academies and co-ordinating Free schools engaged in the sharing of admissions data will manage personal information in accordance with the Data Protection principles.

1.

For normal points of entry to school, Kent resident parents will have the opportunity to apply for their child's school place using a Reception Common Application Form (RCAF) or Junior Common Application Form (JCAF) via an alternate method available on request. Kent County Council cannot accept multiple applications for the same child. A parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent knows how to apply for a school place by completing a RCAF/JCAF online at www.kent.gov.uk/ola or on paper, and has access to a written explanation of the coordinated admissions scheme.

2.

The RCAF will be used for the purpose of admitting pupils into Year R (the first year of Primary education) and the JCAF for Year 3 of Junior schools.

3.

The RCAF/JCAF must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools).
- (b) to be admitted to a school located in another Local Authority's area (including Voluntary Aided, Foundation schools, Academies and Co-ordinating Free Schools).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

5.

RCAFs /JCAFs and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **Friday 7 February 2025**.
- (d) explain that parents will receive the offer of one school place only and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
 - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAFs/JCAFs must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name Primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) An alternate method is readily available on request from Kent County Council.
- (c) a composite prospectus of all Kent Primary and Junior schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained Primary and Junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted by **Wednesday 15 January 2025**.

Supplementary Information Forms (SIFs)

8.

Only applications submitted on a RCAF/JCAF are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

9.

A school can ask parents who wish to name it, or have named it, on their RCAF/JCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

10.

Children with and Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Determining Offers in Response to the RCAF/JCAF

11.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAFs/JCAFs completed online or on paper. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

- (a) it is acting in its separate capacity as an admission authority;
- (b) an applicant is eligible for a place at more than one school;
- (c) an applicant is not eligible for a place at any school that the parent has named.

Kent County Council will allocate places in accordance with paragraph 16.

12.

By Tuesday 11 February 2025 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;

(b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

13.

By Friday 14 February 2025 Kent County Council will advise all Kent Primary, Infant and Junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

14.

By Wednesday 5 March 2025 All Kent Primary, Infant and Junior schools, including Academies and coordinating Free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

15.

Wednesday 5 March 2025 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

16.

By Tuesday 1 April 2025 the LA will match each ranked list against the ranked lists of every other school named and:

- (a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;
- (b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;
- (c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school. Where the application is for Junior transfer, this alternative place may be in a Junior school or a Primary school.

17.

By Tuesday 1 April 2025 Kent County Council will have completed any data exchange with other

Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

18.

By Wednesday 2 April 2025 Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **Wednesday 16 April 2025**.

19.

On Offer day, Wednesday 16 April 2025 Kent County Council will:

Kent County Council will send an offer email after 4pm to those parents who have provided a valid email address and post an offer letter via first class post for all other parents. The offer notification will detail:

1. The name of the school at which a place is offered.
2. The reasons why the child is not being offered a place at any school named on the application as a higher preference than the school offered.
3. Information about the right of appeal against the decisions to refuse places at other named schools.
4. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.
5. advice on how to find contact details for the school and Local Authority and the admission authorities of Foundation, Voluntary Aided schools, Academies and coordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

20.

The email/letter will notify the applicant parent that they need to respond to the offered school to accept or refuse the offer. It will inform applicant parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

21.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **Wednesday 16 April 2025**.

22.

Kent pupils who have not been offered a place at any of the schools nominated on their RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **Wednesday 16 April 2025**.

23.

Schools will send their welcome letters **no earlier than Tuesday 22 April 2025**.

Acceptance/Refusal of Places - Wednesday 30 April 2025

24.

By Wednesday 30 April 2025 the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **Wednesday 30 April 2025**, the school **must** remind the parent in writing of the need to respond within a further ten school days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

Determining Offers in Reallocation Process

25.

Kent County Council will collect a reallocation list for all schools up to **Wednesday 30 April 2025**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **Wednesday 16 April 2025** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **Wednesday 30 April 2025**.

26.

By Wednesday 7 May 2025 Kent County Council will advise all Kent Primary, Infant and Junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **Wednesday 30 April 2025**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

27.

By Wednesday 14 May 2025 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

28.

On Thursday 22 May 2025 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 16. Applicants will be sent offers using the same process described in paragraph 19. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

29.

After **Thursday 22 May 2025** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include:

- (a) all applicants who were not offered a place on **Wednesday 16 April 2025**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **Thursday 22 May 2025** (children on the waiting list described in paragraph 28);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via the In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be

considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).

30.

After Thursday 22 May 2025 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **Tuesday 27 May 2025** before making offers to allow all parents an opportunity to receive their email/letter detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or an agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

Handling of Late Applications:

Applications received after the RCAF/JCAF closing date until Friday 7 February 2025

31.

The closing date for applications in the normal admissions round (as above) is **Wednesday 15 January 2025**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered in the same way as 'on time' applications, provided they are received by Kent County Council by **Friday 7 February 2025**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **Wednesday 15 January 2025** will be ignored.

32.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **Friday 7 February 2025**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2025**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received after Friday 7 February 2025 but before Wednesday 30 April 2025

33.

Applications received after **Friday 7 February 2025 but before Wednesday 30 April 2025** (the deadline for inclusion in any reallocation made on **Thursday 22 May 2025**) will not be considered for places on **Wednesday 16 April 2025**, but will be included in the re-allocation of places on **Thursday 22 May 2025** as defined above.

Applications received after Wednesday 30 April 2025

34.

Late applications received after **Wednesday 30 April 2025** (the deadline for inclusion in any reallocation made on **Thursday 22 May 2025**) must be made directly to the LA. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). Kent County Council will support and advise parents. These will be considered by each school after **Thursday 22 May 2025**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

35.

Applications considered as 'on time' detailed in paragraph 7 and 31 can be cancelled or individual preferences can be removed by the applicant up to **Wednesday 30 April 2025** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

36.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **Wednesday 30 April 2025**.

37.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **Thursday 22 May 2025**.

Appeals

38.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **Tuesday 20 May 2025** for it to be considered as on time.

39.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria.

40.

Appeals are not to be heard prior to the Kent Reallocation Day on **Thursday 22 May**

2025.

Summer Born Applications

41.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at kent.gov.uk/primaryadmissions. Parents are advised to talk to schools no later than **Tuesday 5 November 2024** to enable a decision to be made before the closing date of the round on **Wednesday 15 January 2025**.

Section 2 – Details of the Primary In-Year Admissions Process for Schools

In-Year Admission Form.

1.

The scheme shall apply to every maintained school, Academy and co-ordinating Free school in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the In-Year Admission Form (IYAF), which Kent schools must use to allow applicants to apply for school places in any year group outside of the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools

directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Coordinating Free Schools)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that local authority's In-Year process.

10.

The IYAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.
- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

Kent County Council will make appropriate arrangements to ensure:

- (a) that the IYAF is available in paper form on request from Kent County Council and from all maintained Primary schools, Academies and Co-ordinating Free Schools in the Kent County Council area; and
- (b) that the IYAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYAFs for Kent schools must be returned to the school. Schools must process them, no later than 5 days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the form in their published admission arrangements.

14.

A SIF is not a valid application by itself: a formal application can only be made on the IYAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received, the school must ensure that the IYAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

15.

a)

Children with an Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent County Council - as receiving authority - will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care or who ceased to be so because they were adopted, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is at capacity or the school provision is not considered appropriate, Kent County Council will advise the home authority of the schools position and where possible identify alternative education provision that may be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

Where Kent County Council is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to either direct or instruct the school in question or consider if other education provision may be in the best interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent's preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage with other applications.

Determining Offers in Response to the IYAF

16.

The school will notify applicants resident in the Kent County Council area with the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places;
- (d) information on how to apply for a place on the waiting list;
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify the applicant parent that they need to respond to accept or refuse the offer of a place within 10 school days

17.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

18.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

19.

Schools must inform Kent County Council of every offer that is made via the In Year process to allow the necessary safeguarding checks to take place. Notification should be made at the same time as the offer being made to the parent.

20.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

21.

The applicant parent will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

22.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

23.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

Waiting Lists

24.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYAF but could not be offered a place and have asked to be placed on a waiting list.

25.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or children with an Education, Health and Care Plans apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission **must** be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

26.

All parents have the statutory right to appeal against any decision refusing them a school place.

27.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list.

Section 3 – Determined Statutory Consultation Area

Kent County Council is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

Glossary of Terms

Term	Definition
LA	<i>A Local Authority</i>
The LA	<i>Kent County Council</i>
The LA area	<i>The area in respect of which Kent County Council is the Local Authority</i>
Primary Education	<i>Has the same meaning as in section 2(1) of the Education Act 1996</i>
Primary School	<i>Has the same meaning as in section 5(1) of the Education Act 1996</i>
School	<i>A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.</i>
Foundation school	<i>Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.</i>
Voluntary Aided schools	<i>Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.</i>
VC schools	<i>Such of the schools as are Voluntary Controlled schools</i>
Academies	<i>Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.</i>
Free Schools	<i>Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.</i>
Admission authority	<i>In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school</i>
Admission arrangements	<i>The arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school</i>
Eligible for a place	<i>Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.</i>
RCAF	<i>Reception Common Application Form, completed online or via alternate method</i>
JCAF	<i>Junior Common Application Form, completed online or via alternate method</i>
IYAF	<i>In Year Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.</i>

SIF	<i>Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.</i>
Summer Born	<i>A child born between the months of April to August</i>
PAN	<i>Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.</i>
Late Application	<i>an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.</i>
Reallocation Process	<i>the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.</i>

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Kent County Council
Determined Co-ordinated Scheme for
Secondary Admissions
Academic Year 2025/26

Incorporating Transfer to Year 7 and
Determined Secondary In-Year Admissions
Process for Schools

Produced by:
Fair Access - Admissions

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Introduction / Background

Each year, the Local Authority is required to draw up, consult on and determine:

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for Secondary schools, Year R for Infant and Primary schools and Year 3 for Junior schools).
- There is a duty on the LA to secure agreement from all admission authorities including Academies in Kent. If the LA does not secure agreement from all the admission authorities and Academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and Academies must adhere.
- This consultation was open from 9.00 am on 30th November 2023 until midnight on 11th January 2024. Every Kent School, Academy and Co-ordinating Free School is required to agree to the admissions scheme and adhere to it. Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.
- Cranbrook School is the only school in Kent with a normal point of entry at Year 9, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 9 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's In Year admissions process. Year 7 applications are processed in line with the co-ordinated process detailed below.
- Leigh UTC is the only school in Kent with a normal point of entry at Year 10, in addition to a regular Year 7 intake. For Kent residents, application forms for Year 10 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's co-ordinated UTC process. Year 7 applications are processed in line with the co-ordinated process detailed below.

Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2025. Year 7 applications are normally for children born between 1 September 2013 and 31 August 2014.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Monday 3 June 2024
Closing date for registration	Monday 1 July 2024
Application for Secondary Transfer opens	Monday 2 September 2024
Test date for pupils in Kent Primary schools	Thursday 12 September 2024
Test date for pupils not in Kent Primary schools from	Weekend of 14/15 September 2024
Assessment decision sent to parents	Thursday 17 October 2024
National closing date for application forms	Thursday 31 October 2024
Final date for acceptance of on time changes to application details	Thursday 12 December 2024
Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)	Tuesday 17 December 2024
Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria	Monday 6 January 2025
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	Friday 17 January 2025
Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils	Monday 24 February 2025
National Offer Day: e-mails sent after 4pm	Monday 3 March 2025
Schools send out welcome letters no earlier than	Wednesday 5 March 2025
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.	Monday 17 March 2025
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Thursday 20 March 2025
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Thursday 27 March 2025
Deadline for lodging appeals	Monday 31 March 2025
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Thursday 24 April 2025

In addition, this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **Thursday 24 April 2025** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 40 to 49. After **Thursday 24 April 2025**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

Kent County Council expects that all schools and Admission Authorities including Academies, co-ordinating Free schools and UTCs engaged in the sharing of admissions data will manage personal information in accordance with Data Protection principles.

1.

For the normal point of entry to schools, Kent resident parents will be able to apply for their child's school place using a Secondary Common Application Form (SCAF) either online at www.kent.gov.uk/ola or via an alternate method available on request. Kent County Council cannot accept multiple applications for the same child: a parent may use either of the above methods, but not both. Kent County Council will take all reasonable steps to ensure that every parent resident in the Kent County Council area who has a child in their last year of Primary education knows how to apply and has access to a written explanation of the co-ordinated admissions scheme.

2.

The SCAF will be used for the purpose of admitting pupils to the first year of Secondary education.

3.

The SCAF must be used as a means of expressing one or more preferences for the purposes of section 86 of the School Standards and Framework Act 1998, by parents resident in the Kent County Council area wishing to express a preference for their child:

- (a) to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools and UTCs).
- (b) to be admitted to a school located in another Local Authority's area (including Voluntary Aided, Foundation schools, Academies and Co-ordinating Free Schools and UTCs).

4.

Details of this scheme will apply to every application made by a Kent resident applying to Kent schools. Where a Kent resident applies to schools located in another Local Authority, variations may apply to take into account differences present in that Local Authority's scheme.

5.

SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **Thursday 12 December 2024**.
- (d) explain that the parent will receive no more than one offer of a school place and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
 - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (e) specify the closing date for applications and where SCAFs can be submitted, in accordance with paragraph 7.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) An alternate method is readily available on request to Kent County Council.
- (c) a composite prospectus of all Kent Secondary schools and a written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, all Kent maintained Primary and Junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted by **Thursday 31 October 2024**.

8.

To help Kent County Council ensure that everyone who needs to make an application has done so, Primary and Junior schools may ask parents to confirm that an application has been made. They may also ask the online admissions team to check that an online application has been submitted by parents of children attending their school. These schools will also be sent a list of children that have applied close to the closing date to allow schools to check that every child has applied. These are important safeguarding measures schools are encouraged to support.

Supplementary Information Forms (SIFs)

9.

Only applications submitted on a SCAF are valid. Completion of a school's Supplementary Information Form (SIF) alone does not constitute a valid application. Where schools use a SIF they must confirm with the parent on receipt of their completed form that they have also made a formal application to Kent County Council.

10.

A school can ask parents who wish to name it, or have named it, on their SCAF, to provide additional information on a SIF only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council and returned to the school. All schools that use SIFs must include the proposed form in their consultation document and in their published admission arrangements.

11.

Children with an Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

Assessment

12.

In line with Kent County Council's ongoing commitment to run a selective process, entry to Grammar schools is restricted to children who have been assessed as suitable through the relevant process, most usually via testing. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day as they may be oversubscribed.

13.

The Kent schools that require children to sit the Kent Grammar school assessment are listed below. Schools which hold alternative assessments will also be highlighted. It is not possible to include details of schools that added alternative tests during their September 2025 consultation period as these consultations were still ongoing at the time of writing:

Barton Court Grammar School	Maidstone Grammar School
*Borden Grammar School	Maidstone Grammar School for Girls
Chatham and Clarendon Grammar School	*Mayfield Grammar School, Gravesend
Cranbrook School	Norton Knatchbull
Dane Court Grammar School	Oakwood Park Grammar School
Dartford Grammar School	Queen Elizabeth's Grammar School
Dartford Grammar School for Girls	Simon Langton Girls' Grammar School
*Dover Grammar School for Boys	Simon Langton Grammar School for Boys
*Dover Grammar School for Girls	Sir Roger Manwood's School
*Folkestone School for Girls	Skinners' School
Gravesend Grammar School	Tonbridge Grammar School
*Harvey Grammar School	Tunbridge Wells Girls' Grammar School
*Highsted Grammar School	Tunbridge Wells Grammar School for Boys
Highworth Grammar School for Girls	Weald of Kent Grammar School
Invicta Grammar School	Wilmington Grammar School for Boys
Judd School	Wilmington Grammar School for Girls

* Schools who also accept pupils who have reached the required standard in their own-school test.

14.

Registration for the Kent Grammar school assessment will open on **Monday 3 June 2024**. Parents wishing their children to sit the Kent Grammar school assessment are required to register with the Kent Admissions Team (either online or using an alternate method available from the team) no later than **Monday 1 July 2024**.

15.

Details regarding the administration of the Kent test for Grammar school will be made available to parents in time for the registration. Where a significant event impedes Kent County Council's ability to provide the assessment process to the following timescales, revised dates will be made available as soon as it is possible to do so.

16.

Kent test will take place:

for pupils attending a Kent school on **Thursday 12 September 2024**

for pupils not attending a Kent school from **Weekend of 14/15 September 2024**

17.

Registration is open to parents of children resident in the UK (not including Crown Dependencies, e.g. Jersey, Guernsey, Isle of Man), and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2025**.

18.

A child's country of residence is where the child normally lives, not a temporary address (such as for holiday or educational purposes) before returning overseas. For UK service personnel and other Crown Servants, if the fixed UK residence is not known at the time of registration, then a unit postal address or a "quartering area" address may be used on production of appropriate evidence.

19.

By **Wednesday 3 July 2024** Kent County Council will send all Kent Primary and Junior schools, including Academies and co-ordinating Free schools, a list of their pupils that have applied to sit the Kent Grammar school tests. Schools will have until **Friday 12 July 2024** to contact parents of children who are interested in Grammar school and who have not yet applied. This date is also the deadline for all schools to submit any special arrangements requests for children sitting the test to Kent County Council.

20.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test from children attending Kent County Council Primary and Junior schools that are received late will be accepted, provided an alternate method for registration is received by Kent County Council by **Tuesday 23 July 2024**. This deadline may be extended where a child is in receipt of an EHCP, is a looked after or previously looked after child or is in receipt of Pupil Premium, and it is practicable to do so. It will not

be possible to accept late applications for children attending non-Kent County Council schools due to the constraints in securing test centre places for this cohort.

21.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate assessment, this preference will be treated as invalid for National Offer Day (**Monday 3 March 2025**) because the child will not have met the entry criteria.

22.

In the following exceptional circumstances, where a child is unable to sit the Kent Grammar school tests on the specified dates, arrangements will be made for testing to take place by **Thursday 4 January 2025**:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration.
(NB: This can only be arranged if parents have provided proof of residency and submitted a secondary school application by **Thursday 12 December 2024**.)

23.

Outside these specific circumstances, children who have not registered for testing but want a Grammar school place will not have an opportunity to sit the test until after **Thursday 24 April 2025** when parents can submit a further application through the post reallocation process (detailed in paragraph 49) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

24.

Following the conclusion of the assessment process Kent County Council will contact parents of all registered children advising them of the assessment decision. Where a parent has provided a valid email address on their Kent Test registration, assessment decision e-mails will be sent after 4pm on **Thursday 17 October 2024**. Parents who have not provided an email address will be sent a letter by 1st class post on **Thursday 17 October 2024**.

25.

There is no right of appeal against the assessment decision, however, after **Monday 3 March 2025** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a Grammar school.

Determining Offers in Response to the SCAF

26.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to SCAFs. Kent County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the SCAF where:

- (a) it is acting in its separate capacity as an admission authority;

(b) an applicant is eligible for a place at more than one school;

(c) an applicant is not eligible for a place at any nominated school.

Kent County Council will allocate places in accordance with the provisions set out in paragraph 31.

27.

By Tuesday 17 December 2024 Kent County Council will:

(a) notify all schools of the number of applications received for their school;

(b) send parent and pupil details to those schools which have not made arrangements to test earlier and which require details to arrange testing by the same date (data may be subject to further validation at this stage);

(c) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

28.

By Monday 6 January 2025 Kent County Council will advise all Kent Secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

29.

By Friday 17 January 2025 All Kent Secondary schools, including Academies and co-ordinating Free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

30.

Friday 17 January 2025 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

31.

By Friday 21 February 2025 the LA will match each ranked list against the ranked lists of every other school named and:

(a) where the child is eligible for a place at only one of the named schools, will allocate a place at that school to the child;

(b) where the child is eligible for a place at two or more of the named schools, will allocate a place to the child at whichever of these is the highest ranked preference;

(c) where the child is not eligible for a place at any of the named schools, will allocate a place to the child at an alternative school.

32.

By Friday 21 February 2025 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

33.

By Monday 24 February 2025 Kent County Council will inform its Secondary schools of the pupils to be offered places at their establishments and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent Primary and Junior schools of offers made to their pupils. Schools must not share this information with parents before **Monday 3 March 2025**.

34.

On Offer Day - Monday 3 March 2025 Kent County Council will send an offer email after 4pm to those parents who have provided a valid email address and post an offer letter via first class post for all other parents. The offer notification will detail:

1. the name of the school at which a place is offered;
2. the reasons why the child is not being offered a place at each of the other schools named on the SCAF;
3. information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
4. Information on how to request a place on a waiting list for schools originally named as a preference on their SCAF, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school;*
5. advice on how to find contact details for the school and Local Authority and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

35.

The email/letter will notify the applicant parent that they need to respond to the offered school to accept or refuse the offer. It will inform applicant parents to send waiting list requests to Kent County Council. It will also inform them of their right to appeal against the refusal of a place at any school on their application and where and when to lodge the appeal.

36.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **Monday 3 March 2025**.

37.

Kent pupils who have not been offered a place at any of the schools nominated on their SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **Monday 3 March 2025**.

38.

Schools will send their welcome letters **no earlier than Wednesday 5 March 2025**.

Acceptance/Refusal of Places - Monday 17 March 2025

39.

By Monday 17 March 2025 the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **Monday 17 March 2025**, the school **must** remind the parent in writing of the need to respond within a further ten school days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

Determining Offers in Reallocation Process

40.

Kent County Council will collect a reallocation list for all schools up to **Monday 17 March 2025**.

This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **Monday 3 March 2025** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **Monday 17 March 2025**.

(A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)

41.

By Thursday 20 March 2025 Kent County Council will advise all Kent Secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **Monday 17 March 2025**. Kent County Council will not be able to amend details after this date. The full reallocation list must

be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

42.

By Thursday 27 March 2025 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

43.

On Thursday 24 April 2025 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 31. Applicants will be sent offers using the same process described in paragraph 34. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

44.

After **Thursday 24 April 2025** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include

- (a) all applicants who were not offered a place on **Monday 3 March 2025** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **Thursday 24 April 2025** (children on the waiting list described in paragraph 43);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via In Year Application Form (IYAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).

45.

After Thursday 24 April 2025 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **Monday 28 April 2025** before making offers to allow all parents an opportunity to receive their email/letter detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or an agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

Handling of Late Applications:

Applications received after the SCAF closing date until Thursday 12 December 2024

46.

The closing date for applications in the normal admissions round (as above) is **Thursday 31 October 2024**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered in the same way as 'on time' applications, provided they are received by Kent County Council by **Thursday 12 December 2024**. On time applicants can also request to amend their application up to this point for a good reason, but these requests must be made in writing to the admissions team as amendments made to the online system after **Thursday 31 October 2024** will be ignored.

47.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **Thursday 12 December 2024**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2025**. A confirmed address, or, in the absence of this, a Unit or "quartering area" address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received after Thursday 12 December 2024 but before Monday 17 March 2025

48.

Applications received after Thursday 12 December 2024 but before Monday 17 March 2025 (the deadline for inclusion in any reallocation made on **Thursday 24 April 2025**) will not be considered for places on **Monday 3 March 2025**, but will be included in the re-allocation of places on **Thursday 24 April 2025** as defined above.

Applications received after Monday 17 March 2025

49.

Late applications received after **Monday 17 March 2025** (the deadline for inclusion in any reallocation made on **Thursday 24 April 2025**) must be made directly to the LA. Parents will apply using the Post Reallocation Secondary Common Application Form (PRSCAF). Kent County Council will support and advise parents. These will be considered after **Thursday 24 April 2025**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

50.

Applications considered as 'on time' detailed in paragraph 7 and 46 can be cancelled or individual preferences can be removed by the applicant up to **Monday 17 March 2025** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

51.

Parents that have cancelled an 'on time' application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **Monday 17 March 2025**.

52.

Where an application is cancelled, parents cannot join a school's waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **Thursday 24 April 2025**.

Appeals

53.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **Monday 31 March 2025** for it to be considered as on time.

54.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list, which is held in accordance with the school's oversubscription criteria. *(Where the school is a Grammar school, a place may only be offered if the child has been assessed as being suitable for a Grammar school place and there are no other applicants at that time ranked higher on the school's waiting list.)*

55.

Appeals are not to be heard prior to the Kent Reallocation Day on **Thursday 24 April 2025**.

Section 2 –

Details of the Secondary In-Year Admissions Process for Schools

In-Year Admission Form.

1

The scheme shall apply to every maintained school, Academy and co-ordinating Free school in the LA area (except special schools), which are required to comply with its terms, and it shall take effect from the point of formal Kent County Council Cabinet Determination.

2.

Kent County Council will produce a standard form, known as the **In-Year Admission Form (IYAF)**, which Kent schools must use to allow applicants to apply for school places in any year group outside the normal admissions round. Applicants must use one form for each school they wish to apply for.

3.

As Kent does not co-ordinate In-Year admissions, applications to out of county schools and from out of county residents will not have a standard process and will instead depend on the process of the county in question. Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities.

4.

Out of county residents of authorities that co-ordinate In-Year admissions should complete their authority's Common Application Form and return it to their authority. Kent County Council has given permission to each authority to liaise directly with Kent schools. Out of county residents of authorities that do not co-ordinate are free to contact Kent schools directly to request a place. It is the responsibility of the out of county resident to ensure they apply by the appropriate method.

5.

Parents will be able to obtain information about the process, other authority processes and IYAFs from Kent County Council's Admissions and Transport Office or from any local Kent school. Enquiries can also be made via e-mail (kentinyearadmissions@kent.gov.uk). Information and IYAFs will also be available on the Kent County Council's website to read and print.

6.

Kent County Council will take all reasonable steps to ensure that all relevant information is available upon request to any parents who require it.

7.

The IYAF will be used for the purpose of admitting pupils to a school in the year group applied for.

8.

The IYAF must be used by parents resident in the Kent County Council area as a means of expressing one preference for the purposes of section 86 of the School Standards and Framework Act 1998, for their child to be admitted to a school within the Kent County Council area (including Voluntary Aided and Foundation schools, Academies and Co-ordinating Free Schools and UTCs)

9.

Parents wishing to apply for more than one school must complete a separate form for each school. Completed forms must be returned directly to the school. Applications by Kent residents to out of county schools should be made to either the other local authority or school, depending on that county's In-Year process.

10.

The IYAF will:

- (a) invite the parent to express a school preference.
- (b) invite parents to give their reasons for the preference and give details of any siblings that may be attending the preferred school.

- (c) explain that the parent must complete a form for each school they wish to apply for and return each form to the corresponding school.
- (d) explain that Kent County Council will be informed of any application and will monitor any subsequent offers that are made.
- (e) direct the parent to contact Kent County Council where they are unable to secure a school place.
- (f) explain where they can find information about applying to non-Kent schools.

11.

The LA will make appropriate arrangements to ensure:

- (a) that the IYAF are available in paper form on request from Kent County Council and from all maintained Secondary schools, Academies and Co-ordinating Free Schools and UTCs in the Kent County Council area; and
- (b) that the IYAF is accompanied by a written explanation of the In-Year admissions process in an easy to follow format.

12.

IYAFs for Kent schools must be returned to the school. Schools must process them no later than 5 school days from receipt.

Supplementary Information Forms (SIFs)

13.

All completed IYAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the proposed form in their published admission arrangements.

14.

A SIF is not a valid application by itself: this can only be made on the IYAF (or corresponding form if out of county applicants live in a county which co-ordinates In-Year admissions). When SIFs are received the school must ensure that the IYAF or neighbouring LA's Common Application Form has been completed by the parent and, if not, contact the parent and ask them to complete one. Parents will not be under any obligation to complete any part of an individual school's supplementary information form where this is not strictly required for the governing body to apply its oversubscription criteria.

Schools which have entrance tests

15.

Parents wishing to apply for a Kent maintained school that tests pupils before admission are required to name the school on their IYAF and contact the school regarding testing arrangements. In most circumstances schools will set their own entry tests other than for normal points of entry. Applications will be held as pending until results of these tests are available.

16.

a)

Children with an Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process.

Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources"

Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states:

"A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority."

Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

b)

Children in Local Authority Care (CiC) and Children Adopted from Care

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency.

Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

Where Kent is the corporate parent of the child in question, an appropriately appointed social worker will liaise in the first instance with Admission Placement Officers and other professionals as necessary, in order to agree the school or setting that would best meet the individual needs of the child (most appropriate provision for the child). Kent County Council will then allocate a place (where it is the admission authority for the school) or contact the school directly and seek a place where it is not. Where a school refuses to admit the child Kent County Council as corporate parent will decide whether to initiate proceedings required to direct the school in question or consider if other education provision may be in the better interest of the child.

** Statutory Guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (S35.1-37)*

c)

Exceptional provision is made for the families of UK Service Personnel, Crown Servants and British Council employees, as required by the School Admissions Code. A confirmed address, or, in the absence of this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. This must be confirmed by a letter from the Commanding Officer or the Foreign Office. However, this does not guarantee a place at the parent’s preferred school for their child. Places cannot be held for an extended period of time, as this could create disadvantage other applications.

Determining Offers in Response to the IYAF

17.

The school will notify applicants resident in Kent County Council area with the outcome of their application. Where appropriate, the letter will detail:

- (a) the starting date if a place is available;
- (b) the reasons why the child is not being offered a place, if a place is unavailable;
- (c) information about the statutory right of appeal against the decisions to refuse places.
- (d) information on how to apply for a place on the waiting list. (Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school);
- (e) contact details for the school and Kent County Council and for the admission authorities of Foundation, Voluntary Aided schools, Academies and co-ordinating Free schools and UTCs where they were not offered a place, so that they can lodge an appeal with the governing body.

The letter will notify the applicant parent that they need to respond to accept or refuse the offer of a place within 10 school days.

18.

Kent residents who wish to apply for a place at an out of county school will need to either approach the school or local authority directly. This will vary between authorities. Depending on the other LA's determined process, the parent will confirm the acceptance or refusal of the place to the school or that school's LA.

19.

Kent pupils who have applied to schools and have not been offered a place can contact Kent County Council who will inform them where there is an available place at an alternative school. If no school in the local area has places available, the application may be referred to a local panel under the In Year Fair Access Protocol. If the child is already attending a school in the local area, no alternative place will be offered.

20.

Schools must inform Kent County Council of every offer that is made via the In Year process to allow the necessary safeguarding checks to take place.

21.

Applicants who are not successful in gaining any place can contact Kent County Council and will be informed where there is an available place at an alternative school. Parents can then approach these schools to secure a place. These applicants will have the same access to a waiting list and right to appeal as other applicants.

Acceptance/Refusal of Places

22.

The applicant parent will be advised in their offer letter that they must accept/refuse the school place offer in writing to the school within 10 school days of the date of the offer letter. If the school has not obtained a response within the specified time, it will remind the parent in writing of the need to respond within a further seven days and point out that the place may be withdrawn if no response is received. Only after having exhausted all reasonable enquiries will it be assumed that a place is not required.

23.

The school will notify Kent County Council of places accepted/refused as soon as possible after receipt of the acceptance/refusal. A mechanism for this transfer will be specified by Kent County Council.

24.

Once a place has been accepted, a child must start at the school within a reasonable length of time. This would normally be 10 school days from receipt of acceptance, but schools may extend if they feel there are justifiable reasons to do so.

Waiting Lists

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYAF but could not be offered a place and have asked to be placed on a waiting list. (*A Grammar school*

can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)

26.

Waiting lists will be maintained in order of priority, in accordance with the school's oversubscription criteria. If a school has reached its Published Admission Number it may not admit applicants other than through the Independent Appeal process, via the process detailed in the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted or children with Education, Health and Care Plans apply. To maintain the database, schools will advise Kent County Council when a place has been offered to a pupil on a waiting list. Parents whose children are refused admission will be offered a right of appeal (even if their child's name has been put on the waiting list).

Appeals

27.

All parents have the statutory right to appeal against any decision refusing them a school place.

28.

Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the place can then be offered without an appeal being heard, provided there are no other applicants at that time ranked higher on the school's waiting list. *(Where the school is a Grammar school, a place may only be offered if the child has been assessed as being suitable for a Grammar school place and there are no other applicants at that time on the school's waiting list who rank higher through the application of the school's over-subscription criteria.*

Section 3 – Determined Statutory Consultation Area for Kent Secondary schools

The LA is required to define "relevant areas" within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed below:

District	District Areas
Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.

Canterbury	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdswell with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Folkestone & Hythe	Folkestone and Hythe District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lypne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

Glossary of Terms

Term	Definition
LA	<i>A Local Authority</i>
The LA	<i>Kent County Council</i>
The LA area	<i>The area in respect of which Kent County Council is the Local Authority</i>
Primary education	<i>Has the same meaning as in section 2(1) of the Education Act 1996</i>
Secondary education	<i>Has the same meaning as in section 2(2) of the Education Act 1996</i>
Primary school	<i>Has the same meaning as in section 5(1) of the Education Act 1996</i>
Secondary school	<i>Has the same meaning as in section 5(2) of the Education Act 1996</i>
School	<i>A Community, Foundation, Voluntary Aided or Voluntary Controlled school and Academy (but not a special school) which is maintained.</i>
Foundation schools	<i>Such of the schools as are Foundation schools. The governing body is the admissions authority for these schools.</i>
Voluntary Aided schools	<i>Such of the schools as are Voluntary Aided schools, the governing body of these schools is the admission authority. These schools are church schools, and governors must have regard to the relevant diocesan board when setting admissions arrangements.</i>
VC schools	<i>Such of the schools as are Voluntary Controlled schools</i>
Academies	<i>Such schools which have been established under section 482 of the Education Act 1996 (as amended by section 65 of the Education Act 2002) and/or those established under the Academies Act 2010.</i>
Free Schools	<i>Such of the schools as are Free Schools. All-ability, state-funded school set up in response to what local people say they want and need in order to improve education for their children.</i>
UTC	<i>University Technical Colleges - technical Academies for 14- to 19-year-olds. They have university and employer sponsors and combine practical and academic studies. UTCs specialise in subjects that need modern, technical, industry-standard equipment – such as engineering and construction – which are taught alongside business skills and the use of ICT.</i>
Admission authority	<i>In relation to a community or voluntary controlled school means the LA and, in relation to a trust, foundation or Voluntary Aided school and Academy, means the governing body of that school</i>

Admission arrangements	<i>Means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school</i>
Eligible for a place	<i>Means that a child has been placed on a school's ranked list at such a point as falls within the school's published admission number.</i>
SCAF	<i>Secondary Common Application Form, completed online or via alternate method</i>
IYAF	<i>In Year Admission Form – this is the form used by parents to apply for a school place outside of a school's normal point of entry.</i>
SIF	<i>Supplementary Information Form – This is a form used by some Academies, Foundation and Voluntary Aided and Free schools which may use them to collect additional information at the time of application in order for them to apply their over subscription criteria. They are most commonly used by Faith Schools to collect details in relation to a level of commitment to Faith which can be a factor in the priority given to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.</i>
PAN	<i>Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school's PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.</i>
Late Application	<i>an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Secondary Transfer Scheme, or where applicants have moved house and their original preferences are no longer suitable.</i>
Reallocation Process	<i>the process by which vacant places are allocated</i>
The Kent Grammar school tests	<i>Tests in English, Mathematics and Reasoning devised by an external body (GL Assessment) for admission to Kent Grammar schools</i>
The Kent Procedure for Entrance to Secondary Education (PESE)	<i>the system for determining entry to Kent Grammar Schools</i>

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Kent County Council

Determined Admissions Arrangements for Academic Year 2025/26

Community and Voluntary Controlled Primary, Infant, Junior Schools in Kent

Produced by:
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Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number (PAN) for those schools
- Relevant Consultation areas

At the time of going to consultation, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council was the admissions authority. Some schools will have been in the process of becoming academies. Where this was the case arrangements determined through Kent's consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools *(except St Peters CE Primary School Tunbridge Wells, Tunbury Primary School and Whitfield Aspen Primary School)*

The over-subscription criteria for all Community and Voluntary Controlled Infant, Junior and Primary schools are as follows.

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Attendance at a linked school – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.

Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

Linked infant and junior schools are considered to be the same school for this criterion. If sibling priority is lost, it will not be reinstated when a child transfers from an infant school to the linked junior school or for any other reason.

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the

linked junior school, the sibling link would not be broken for a child applying for the infant school.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school - we use the distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school’s oversubscription criteria.

Further advice is available at www.kent.gov.uk/primaryadmissions

Oversubscription Criteria for St Peters CE Primary School, Tunbridge Wells

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live in the Unparished area of Tunbridge Wells – Children will be ranked according to the distance from their home to St Peters CE Primary School Tunbridge Wells with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

Nearness of children's homes to school - we use the distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Where new build housing development requires a new school or the significant enlargement of an existing school the 'Nearness' criterion will allow for a catchment area (defined by a map) to be created for the relevant school. This will be included in the Statutory Public Notice and admissions determination and will be valid for a period not exceeding three rounds of admissions.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as

“excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

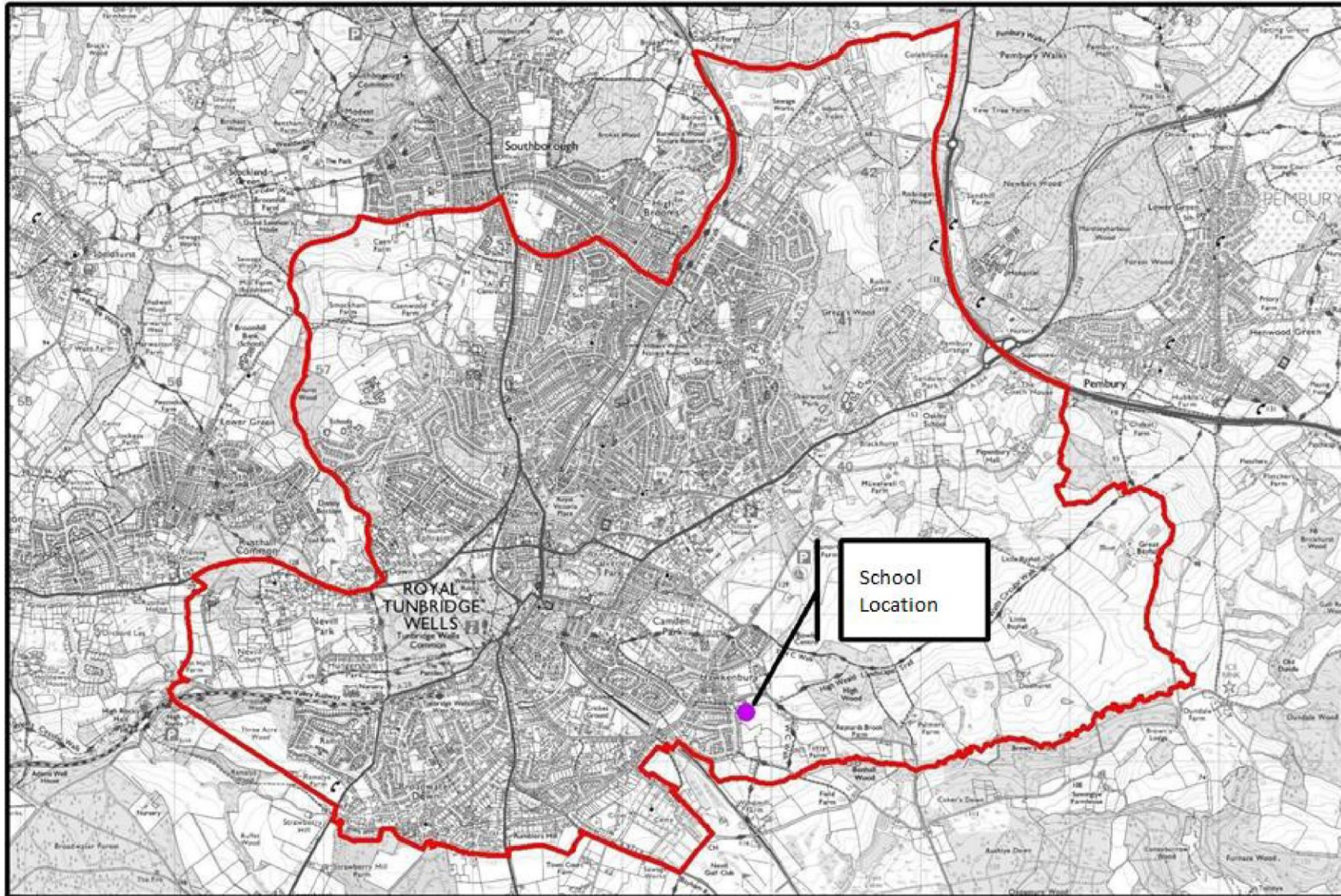
Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school’s oversubscription criteria.

Further advice is available at www.kent.gov.uk/primaryadmissions

St Peter's Primary and Unparished Tunbridge Wells



Oversubscription Criteria for Tunbury Primary School

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Children who live within a 0.5 mile radius of the school – Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school – Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school - we use the distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as “excepted” for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

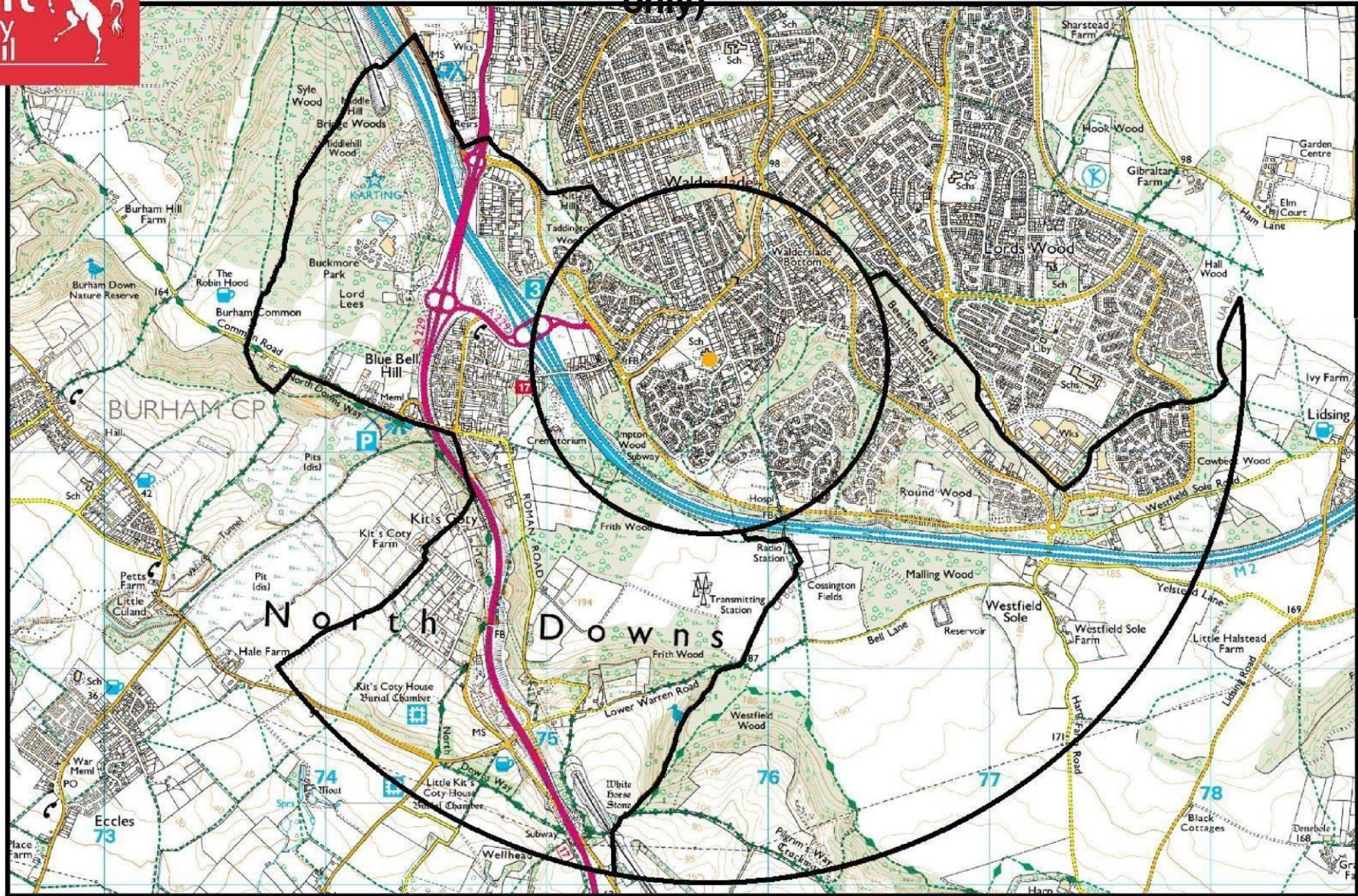
Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child’s date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school’s ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school’s oversubscription criteria.

Further advice is available at www.kent.gov.uk/primaryadmissions



Tunbury Primary, half mile zone and 1.5 mile (Boxley & Aylesford only)



Oversubscription Criteria for Whitfield Aspen Primary School

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Current Family Association - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

If sibling priority is lost, it will not be reinstated for any reason.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Nearness of children's homes to school - Children will be ranked according to the distance from their home (defined in KCC's annual admissions prospectus) to the nearest of either the Mayfield Road site or the Archers Court Road site of Whitfield Aspen school, with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and

Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN. If the admissions are to Year R, and so result in a breach of infant class size legislation, the additional pupil(s) will be treated as "excepted" for the time they are in an infant class or until the numbers fall back to the current infant class size limit, as defined in the School Admissions Code.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Where an offer has been made, the school will provide for the admission of all children in the September following their fourth birthday. Parents can choose to defer the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school year, but not beyond the start of the term after their child reaches compulsory school age.

Requests for admission to Reception outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or

educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper Reception Common Application Form (RCAF) to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria.

Further advice is available at www.kent.gov.uk/primaryadmissions

Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2514	Brookfield Infant School	Linked With	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	Linked With	3360	St Peter-in-Thamet Church of England Junior School*
2574	Downs View Infant School	Linked With	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	Linked With	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	Linked With	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	Linked With	2141	Amherst School (Academy) Trust *
2826	Sandwich Infant School *	Linked With	2627	Sandwich Junior School
2337	St Crispin's Community Infant School	Linked With	3181	St Saviour's Church of England Junior School
3073	St Michael's Church of England Infant School	Linked With	3072	St Michael's Church of England Junior School
2474	St Paul's Infant School	Linked With	2175	North Borough Junior School
3081	Thurnham Church of England Infant School	Linked With	5203	Roseacre Junior School*
2276	Willesborough Infant School	Linked With	5226	Willesborough Junior School *
2340	Ellington Infant School	Linked With	2014	St Laurence-in-Thamet Junior School*

* Own admission authority Schools

Published Admission Numbers for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	PAN
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2278	Bethersden Primary School	Ashford	Primary	Community	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
2574	Downs View Infant School	Ashford	Infant	Community	90
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
2275	Victoria Road Primary School	Ashford	Primary	Community	30
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
2258	Blean Primary School	Canterbury	Primary	Community	60
3122	Bridge & Patrixbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	15
2263	Herne Bay Infant School	Canterbury	Infant	Community	90
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
2120	Bean Primary School	Dartford	Primary	Community	30
2689	Craylands School, The	Dartford	Primary	Community	60
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2648	Aylesham Primary School	Dover	Primary	Community	60
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30

2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3916	Green Park Community Primary School	Dover	Primary	Community	60
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
2318	Langdon Primary School	Dover	Primary	Community	15
2321	Lydden Primary School	Dover	Primary	Community	12
3171	<i>Nonington CEP School****</i>	<i>Dover</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	12
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary School	Dover	Primary	Community	60
2627	Sandwich Junior School	Dover	Junior	Community	60
3175	Sheperdswell CEP (Previousuly Sibertswold CEP School)	Dover	Primary	Voluntary Controlled	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2471	Whitfield and Aspen School	Dover	Primary	Community	78
2326	Wingham Primary School	Dover	Primary	Community	30
3146	Bodsham CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	13
3137	Brookland CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3904	Castle Hill Community Primary School	Folkestone & Hythe	Primary	Community	58
3902	Hythe Bay C of E Primary School	Folkestone & Hythe	Primary	Voluntary Controlled	45
3154	Lyminge CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
2524	Palmarsh Primary School	Folkestone & Hythe	Primary	Community	20
2545	Sandgate Primary School	Folkestone & Hythe	Primary	Community	60
3153	Seabrook CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2300	Sellindge Primary School	Folkestone & Hythe	Primary	Community	30
3160	Selsted CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3149	St. Martin's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	15
3158	Stelling Minnis CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2509	Singlewell Primary School	Gravesham	Primary	Community	60
2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	20
2171	Brunswick House Primary School	Maidstone	Primary	Community	60

2163	East Farleigh Primary School	Maidstone	Primary	Community	30
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	60
2165	Headcorn Primary School	Maidstone	Primary	Community	60
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2578	Kingswood Primary School	Maidstone	Primary	Community	20
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2520	Madginford Primary School	Maidstone	Primary	Community	90
2175	North Borough Junior School	Maidstone	Junior	Community	90
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2176	Park Way Primary School	Maidstone	Primary	Community	45
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2552	Sandling Primary School	Maidstone	Primary	Community	60
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45
2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15
2653	West Borough Primary School	Maidstone	Primary	Community	60
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3896	Downsview Primary	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
2138	Otford Primary School	Sevenoaks	Primary	Community	60

2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
3298	St. Edmund's Church of England Primary School	Sevenoaks	Primary	Voluntary Controlled	30
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
2231	Lower Halstow School	Swale	Primary	Community	30
3111	<i>Newington CEP School***</i>	<i>Swale</i>	<i>Primary</i>	<i>Voluntary Controlled</i>	<i>30</i>
3108	Ospringle CEP School	Swale	Primary	Voluntary Controlled	30
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
2434	West Minster Primary School	Swale	Primary	Community	60
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	60
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	60
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2345	Priory Infant School	Thanet	Infant	Community	60
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
2065	Discovery School	Tonbridge & Malling	Primary	Community	90

2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2132	Hadlow School	Tonbridge & Malling	Primary	Community	30
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	9
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	60
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School, Tunbridge Wells	Tunbridge Wells	Primary	Voluntary Controlled	30

**** Please note at time of going to consultation these schools are awaiting an academy order*

Determined Statutory Consultation Area

Kent County Council is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their annual statutory consultation. The relevant statutory consultation areas are those included within a 3 mile radius of the primary school concerned. However because the consultation is distributed across all Kent Admissions Authorities via the Kent County Council Website, admissions authorities and parents outside of the relevant areas are also able to view arrangements. If respondents are located outside of the 3 mile radius of the Primary school in question Kent County Council may chose not to have regard to the comments.

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Kent County Council

Determined Admissions Arrangements for Academic Year 2025/26

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office Sessions House
County Hall Maidstone
Kent, ME14 1XQ

Tel: 03000 412121
E-mail: kent.admissions@kent.gov.uk

Introduction / Background

Each year, Kent County Council is required to determine its admissions arrangements. They must include:

- The over-subscription criteria / arrangements for entry to those schools for whom Kent County Council is the admission authority (Community and Voluntary Controlled schools).
- The Published Admission Number (PAN) for those schools
- Relevant Consultation areas

At the time of going to consultation, arrangements for the schools listed at the back of this paper identifying the Published Admissions Numbers are those schools for which Kent County Council was the admissions authority. Some schools will have been in the process of becoming academies. Where this was the case arrangements determined through Kent's consultation will transfer to the academy and if it then chooses to amend admissions arrangements in the future it will be through its own consultation on changes for future admissions years.

Oversubscription criteria for entry into Year 7 for Dover Grammar School for Girls will be applied in the following priority order:

Entry to the school is through the Kent Assessment Procedure or Dover Test

Applicants must reach the required standard in the Kent Test or Dover Test in order to decide which students should be deemed selective.

The Kent Test is marked and the scores age standardised. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day. All applications are assessed in line with each school's oversubscription criteria. More information about the Kent Test Assessment Procedure can be found at www.kent.gov.uk/KentTest and 'Admission to Secondary School in Kent' booklet.

Dover Grammar School for Boys (a Foundation School) uses a dual testing arrangement to determine eligibility for admission (boys may be found eligible through the school's own "Dover" test and/or Kent's 11+ process), a practice most recently confirmed by the Schools Adjudicator in 2019 (ref: ADA 3581). The Dover Grammar School for Girls remains a Community School, but provision has been made for a matching arrangement, also confirmed by the Schools Adjudicator in 2019 (ref: ADA3580) so Dover Grammar School for Girls will include in its oversubscription criteria that "Entry is through the Kent age 11 assessment procedure or the school's own "Dover" test."

The Dover Test normally takes place on a Saturday in September. More information can be found at www.dggs.kent.sch.uk. The school will make provision for an alternative date for candidates who are unable to take their test on the published date because of illness or by reason of religious observance. Application to take the test should be made on the school's online application form which is available from the school's website.

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in

the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Current Family Association - a brother or sister in the same school at the time of entry.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children in receipt of Pupil Premium – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

Nearness of children's homes to school - we use the distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the

address that is closer to the school that is named as the child's first preference.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is

available at www.kent.gov.uk/schooladmissions.

The school will coordinate in-year admissions for year groups other than the normal points of entry.

Parents who move to Kent after the Kent Test and Dover Test have taken place will still need to be assessed to be considered for admission to the school. This will be arranged directly with the grammar school being applied for. Until the end of the first term in the school year, all grammar schools will use the Kent Test. After this, the grammar school will use its own assessment process. In these circumstances, testing for Dover Grammar School for Girls will consist of a electronic CAT test (cognitive ability test) and a written test, and students will be required to meet the threshold mean score for each year group. Reaching the appropriate standard does not guarantee a place as all applications are assessed in line with the school's oversubscription criteria.

The test is only to be taken once in any single academic year. As such, the school may share test outcomes with the Local Authority and other local grammar schools should an application be made to more than one grammar school.



DOVER GRAMMAR SCHOOL FOR GIRLS SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

To qualify for Pupil Premium you have to be eligible under one of the following criteria...

3.1 Ever 6 FSM

The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

3.2 Children adopted from care or who have left care

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residence order).

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form online via kent.gov.uk/ola

CHILD'S DETAILS

<u>FORENAME</u>	<u>SURNAME</u>	<u>DATE OF BIRTH</u>

ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable)

Postcode:

PARENT / CARER DETAILS

<u>TITLE</u>	<u>FORENAME</u>	<u>SURNAME</u>	<u>RELATIONSHIP TO CHILD</u>

<u>TELEPHONE NUMBER</u>	
<u>EMAIL ADDRESS</u>	

PRINT NAME:

SIGNATURE:

Please return to – DOVER GRAMMAR SCHOOL FOR GIRLS, Frith Road, Dover, Kent, CT16 2PZ by 31st October.

Oversubscription criteria for entry into Year 7 for Simon Langton Girls' Grammar School will be applied in the following priority order

Entry to the school is through the Kent Assessment Procedure

Applicants must reach the required standard in the Kent Test in order to decide which students should be deemed selective. The tests are marked and the scores age standardised. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day. All applications are assessed in line with each school's oversubscription criteria. More information about the Kent Test Assessment Procedure can be found at www.kent.gov.uk/KentTest and 'Admission to Secondary School in Kent' booklet.

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order:

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Current Family Association - a brother or sister in the same school at the time of entry.

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other

practitioner who can demonstrate a special connection between these needs and the particular school.

Children in receipt of Pupil Premium – A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

Nearness of children's homes to school - we use the distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions.

The school will coordinate in-year admissions for year groups other than the normal points of entry.

Parents who move to Kent after the Kent Test has taken place will still need to be assessed to be considered for admission to the school. This will be arranged directly with the grammar school being applied for. Until the end of the first term in the school year, all grammar schools will use the Kent Test. After this, the grammar school will use its own assessment process. In these circumstances, testing for Simon Langton Girls' Grammar School will consist of electronic Progress Tests and students will be required to meet an aggregate score of 330 with no score lower than 110 in each test. Reaching the appropriate standard does not guarantee a place as all applications are assessed in line with the school's oversubscription criteria.

The test is only to be taken once in any single academic year. As such, the school may share test outcomes with the Local Authority and other local grammar schools should an application be made to more than one grammar school.



SIMON LANGTON GIRLS' GRAMMAR SCHOOL SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

To qualify for Pupil Premium you have to be eligible under one of the following criteria...

3.1 Ever 6 FSM

The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

3.2 Children adopted from care or who have left care

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residence order).

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form online via kent.gov.uk/ola

CHILD'S DETAILS

<u>FORENAME</u>	<u>SURNAME</u>	<u>DATE OF BIRTH</u>

ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable)

Postcode:

PARENT / CARER DETAILS

<u>TITLE</u>	<u>FORENAME</u>	<u>SURNAME</u>	<u>RELATIONSHIP TO CHILD</u>

<u>TELEPHONE NUMBER</u>	
<u>EMAIL ADDRESS</u>	

PRINT NAME:

SIGNATURE:

Please return to – SIMON LANGTON GIRLS' GRAMMAR SCHOOL, Old Dover Road, Canterbury, CT1 3EW by 31st October.

Oversubscription criteria for Entry into Year 7 for Tunbridge Wells Grammar School for Boys will be applied in the following priority order:

Entry to the school is through the Kent Assessment Procedure

Applicants must reach the required standard in the Kent Test in order to decide which students should be deemed selective. The tests are marked and the scores age standardised. Receiving a Grammar assessment in the Kent Test does not guarantee a Grammar school place at offer day. All applications are assessed in line with each school's oversubscription criteria. More information about the Kent Test Assessment Procedure can be found at www.kent.gov.uk/KentTest and 'Admission to Secondary School in Kent' booklet.

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school and who are eligible for admission to this academically selective school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

Looked After Children and previously Looked After Children – A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

Health and Special Access Reasons - Medical / Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and

significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social need means there is a demonstrable and significant need for their child to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

Children who live within a 3 mile radius of the school - Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

Badgers Mount	Hildenborough	Sevenoaks
Bidborough	Ightham	Sevenoaks Weald
Brasted	Kemsing	Shipbourne
Capel	Knockholt	Shoreham
Chevening	Leigh	Southborough
Chiddingstone	Otford	Speldhurst
Cowden	Pembury	Sundridge with Ide hill
Dunton Green	Penshurst	Tonbridge
Edenbridge	Plaxtol	Tunbridge Wells
Hadlow	Riverhead	Westerham
Halstead	Rusthall	
Hever	Seal	

Nearness of all other children's homes to school – The distance between the child's permanent home address (defined in KCC's annual admissions prospectus) and the school is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not

available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Where a child lives at more than one address, we will distance to the home at which they sleep for the majority of school nights (Sunday to Thursday) in the first academic year, using community school term dates excluding school holidays. In the unlikely event that a child spends an equal time at both addresses, KCC will use the address that is closer to the school that is named as the child's first preference.

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this priority must ensure they complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place. This will be supervised by someone independent from the school.

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order and will be re-ranked each time a child is added or before an offer is made.

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred

application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

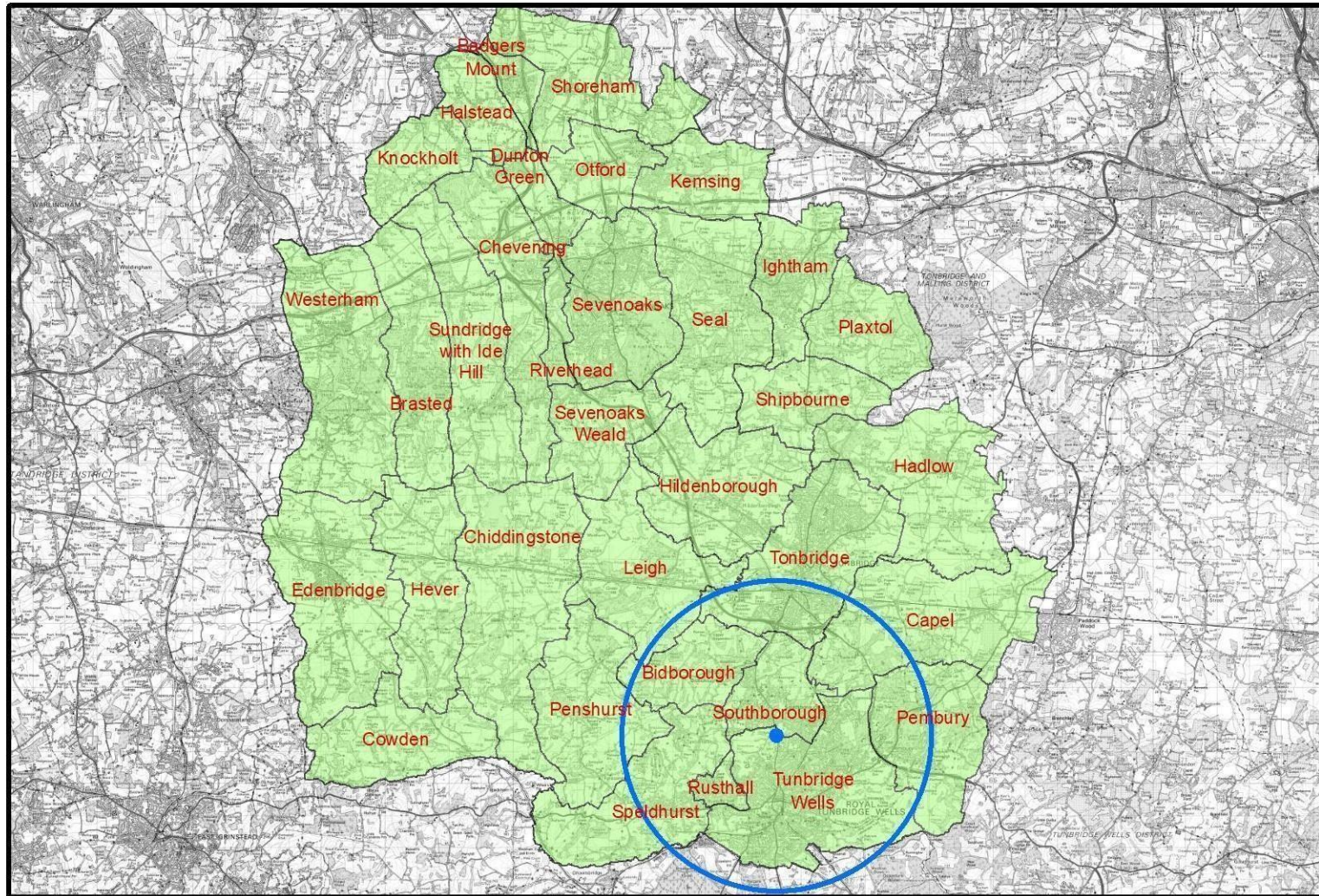
The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions.

The school will coordinate in-year admissions for year groups other than the normal points of entry.

Parents who move to Kent after the Kent Test has taken place will still need to be assessed to be considered for admission to the school. This will be arranged directly with the grammar school being applied for. Until the end of the first term in the school year, all grammar schools will use the Kent Test. After this, the grammar school will use its own assessment process. In these circumstances, testing for Tunbridge Wells Grammar School for Boys will consist of electronic CAT tests (cognitive ability test) and students will be required to meet the threshold mean score of 115. Reaching the appropriate standard does not guarantee a place as all applications are assessed in line with the school's oversubscription criteria.

The test is only to be taken once in any single academic year. As such, the school may share test outcomes with the Local Authority and other local grammar schools should an application be made to more than one grammar school.

Tunbridge Wells Grammar School for Boys Priority Areas



Produced by: Admissions and Transport
Dated

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TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

To qualify for Pupil Premium you have to be eligible under one of the following criteria...

3.1 Ever 6 FSM

The pupil premium will include pupils recorded in the January school census before application who are known to have been eligible for free school meals (FSM) in any of the previous 6 years, as well as those first known to be eligible at that January.

3.2 Children adopted from care or who have left care

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residence order).

- Please fill in the details below and send the form back to the school with your evidence. For further information on what evidence is required please contact the school for assistance.
- Please remember to also fill in a Secondary Common Application Form online via kent.gov.uk/ola

CHILD'S DETAILS

<u>FORENAME</u>	<u>SURNAME</u>	<u>DATE OF BIRTH</u>

ADDRESS (This address will be used on all future correspondence unless otherwise notified. Please use house numbers and names where applicable)

Postcode:

PARENT / CARER DETAILS

<u>TITLE</u>	<u>FORENAME</u>	<u>SURNAME</u>	<u>RELATIONSHIP TO CHILD</u>

<u>TELEPHONE NUMBER</u>	
<u>EMAIL ADDRESS</u>	

PRINT NAME:

SIGNATURE:

Please return to – TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, St John's Road, Tunbridge Wells, TN4 9XB by 31st October.

Admission Arrangements for Entry into Year 12 for Community and Voluntary Controlled Secondary Schools

Dover Grammar School for Girls:

The Published Admission Number for entry into Dover Grammar School for Girls Sixth Form is a total of 150 students.

Entry Requirements

- The minimum requirement is three 6 grades and three others at 5 grade.
- At least a grade 4 or above in English and Mathematics.
- Students will require a grade 6 or above in most subjects to study that relevant subject at A level.
 - To study Mathematics, Modern Foreign Languages or a Science subject you will require a grade 7.
 - To study Economics a grade 7 or above in Mathematics is required and a grade 6 or above in a Business or a related subject.
 - Students may be able to study a Science subject with a grade 6 but their 4th option choice must be a STEM Access forming part of your Personal Enrichment Pathway.
 - For Further Mathematics you will need an 8 or 9 and this will be your 4th A Level subject.
- Short courses are equivalent to half a GCSE.

Oversubscription Criteria

The school may enroll students above the expected number of places in the Sixth Form if there are sufficient places on the particular combination of courses requested by suitably qualified applicants. If the number of applications to the Sixth Form exceeds the number of available places, priority will be awarded to those who meet the entry requirements on the basis of the admissions criteria given above.

Simon Langton Girls' Grammar School:

Application Process

- Students should apply by 1 March.
- Students should accept the school's conditional offer and rank their preferences.
- Priority will be given to existing students transferring from Year 11 who meet the below entry criteria.
- Simon Langton Girls' Grammar operates a sixth form for a total of 400 students. 200 places overall will be available in year 12.
- The Published Admission Number (PAN) for year 12 is 20. This is the number of places which will be offered on an annual basis to eligible external applicants. If fewer than 180 of the school's own year 11 pupils transfer into year 12, additional external pupils will be admitted until year 12 meets its capacity of 200.
- Students who apply after March 1st deadline will be considered on a case-by-case basis.
- Those who have studied in international schools abroad who have studied other types of qualifications will be considered on an individual basis. A wide range of subjects will need to be studied at Level 2. A meeting with the AHT for the Sixth Form will be held to identify that relevant comparable entry criteria are met. The school will be the sole arbiter of measures of equivalence when students have sat examinations other than GCSEs.
- Those who have not studied GCSEs should contact the school in advance of applying via Kent Choices.

Entry Criteria

All students need to meet the following to gain a place in Year 12 at Simon Langton Girls' Grammar School:

- a) A minimum of 8 GCSEs grades 9-5, including 6 grades 6s*
- b) A minimum grade 5 in their best English and Mathematics
- c) The specific entry requirements for the A Levels they wish to study
- d) If a student meets a) and b) but not c) we may be able to offer them an alternative programme of study once the over-subscription criteria have been applied

*This requirement can be waived where there are special extenuating reasons why an applicant has not met this standard.

Oversubscription Criteria

Following the enrolment of internal students transferring from Year 11, all remaining places will be allocated to students who, based on GCSE grades gained in August, are meeting our general entry requirements. Where there are more students seeking places than the number of places available, the oversubscription criteria will be applied in the priority order set out below to rank eligible students (i.e., those who have met our above entry criteria), until the overall figure for the year group is reached. Before applying the oversubscription criteria, children with an Education and Health Care Plan which names the school will be admitted; published

admissions numbers will be reduced accordingly.

- a) Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order and children adopted from state care outside of England and who meet the above entry criteria. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with an accommodation by a local authority in the exercise of their social services functions (see the definition in Section 221 (1) of the Children Act 1989).
- b) Current Year 11 students from Simon Langton Girls' Grammar School who meet the above entry criteria.
- c) Children in receipt of Pupil Premium – a child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years and who meet the above entry criteria. This does not include students who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care; however, these children are prioritised in the relevant criteria above.
- d) An application from the child of a current serving member of the Armed Forces Community (with supporting evidence)
- e) External students who have met the above entry criteria.

Where two applicants have an otherwise equal priority under the oversubscription criteria, the following tie-break will apply:

- i. Eligible students who are likely to achieve the highest academic grades based on GCSE attainment. This will be measured by ranked average predicted grade in their best 8 qualifications, the highest score being given the highest rank. The school will be the sole arbiter of measures of equivalence when students have sat examinations other than GCSEs. IGCSEs are considered to be equal to GCSE grades.
- ii. The nearness of an applicant's home address to school. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school. Where applications are made from properties or abodes that are not registered to the NLPG, including new build properties, KCC may be required to use planning sites or other relevant co-ordinates. In exceptional circumstances where alternative co-ordinates are not available, measurements will be determined by a Senior Admissions Officer and confirmed by Head of Service.

Tunbridge Wells Grammar School for Boys:

The academic entry requirements will be at least 48 points from your best 8 GCSE grades with no less than a 5 in English Language and Mathematics.

Students wishing to study Mathematics at A Level must have a minimum of grade 7 at GCSE. For other subjects at least a grade 6 is required in the subject you wish to study at A Level or in a closely related subject for those subjects that are new to the Sixth Form curriculum. Specific subject entry requirements can be found in the sixth form prospectus.

Offers of places will be made on the basis of forecast (and any actual) grades meeting these standards. Admission is dependent upon achieving the grades set out in these criteria.

Our Published Admission Number (PAN) for Year 12 is 200. This will result in a Sixth Form of no more than 400 across year 12 and 13.

If the number of preferences for the school is more than the number of spaces available, places will be allocated in accordance with the determined admission arrangements.

Our internal students transferring to the Sixth Form will take priority over external applications. Any places after the admission of internal students will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied to rank pupils until the overall figure for the year group is reached.

Published Admission Numbers for Entry into Year 7 for Community and Voluntary Controlled Secondary Schools in Kent:

DfE no.	School name	District	Sub Type	Status	Published Admission Number
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	300

Determined Statutory Consultation Area for Kent Secondary schools

The LA is required to define “relevant areas” within which the admissions authorities of all maintained schools must conduct their statutory consultation. Admission authorities for all maintained secondary schools within the relevant area must consult the admission authorities for all maintained primary, middle and secondary schools in the area. An academy must consult in the way that other admission authorities do but cannot alter its admission arrangements without the approval of the Secretary of State. Consultations must take place at least every seven years and in any year that changes are proposed.

The relevant statutory consultation areas continue to be the designated districts and adjoining parishes detailed overleaf:

Thanet	Thanet District plus Herne Bay, Chislet, Preston, Ash, Sandwich and Worth parishes.
Dover	Dover District plus Folkestone, Hawkinge, Swingfield, Elham, Barham, Adisham Wickhambreaux, Chislet, Monkton, Minster, Ramsgate.
Canterbury	Canterbury City plus St Nicholas at Wade, Preston, Ash, Wingham, Goodnestone, Aylesham, Nonington, Shepherdsweil with Coldred, Lydden, Elham, Stelling Minnis, Stowting, Elmsted, Chilham, Dunkirk, Boughton under Blean, Selling, Sheldwich, Hernhill, Graveney with Goodnestone, Faversham, Ospringe, Luddenham.
Swale	Swale Borough plus St Cosmas and St Damian in the Blean, Whitstable.
Folkestone & Hythe	Shepway District plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lympe, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Watringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.

Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Watlington, Yalding.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

**Kent County Council
Equality Analysis/ Impact Assessment (EqIA)**

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: School Admission Scheme

Responsible Owner/ Senior Officer: Craig Chapman

Last Review Date: 10/10/2023

Author: Craig Chapman

Pathway of Equality Analysis: Initial analysis at service level, Education Cabinet consideration and final sign off by Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**

The school admissions process is the primary mechanism to ensure children in Kent have a place of education. This process targets children that will require a new school place for the following school year (either because they have no current school in the case of reception children, or that they there is no new year for them to progress to in the school in the case of year 2 infant school children and year 6 primary school children). Parents are invited to express a preference for 3 (primary/junior) or 4 (secondary) schools and the admissions team processes all applications until each child is offered their highest available preference.

The Admissions Scheme details the timeline this process will follow and how the authority will manage this function. A companion process is in place to manage all other applications made throughout the school year, known as the 'In-Year Admissions Process', which is managed directly by schools and monitored centrally by KCC.

- **Aims and Objectives**

The aim of this mechanism is to provide every child in Kent with a place of education at the normal point of entry. Where a place is not available at one of a parent's preferred schools, the local authority will ensure that a place is found at the nearest appropriate school that can accept the child. The local authority will follow the timeline set down in the Admissions Scheme, so parents, other local authorities and interested parties can participate and know when to expect the local authority to complete each stage

- **Summary of equality impact**

No expected negative impact. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups. Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children.

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2026-26 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service



Signed:

Name: Craig Chapman

Job Title: Head of Fair Access

Date: 09/12/2024

DMT Member



Signed:

Name: Christine McInnes

Job Title: Director of Education

Date: 09/12/2024

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age			School admissions procedure relates to children entering school in reception year, year 3 and year 7 in the transfer window. Outside of this legislative restriction, age of parent or child is not a deciding factor	
Disability			Scheme relates to procedural timeline only.	Where necessary, officers can aid parents to complete the application via telecom technology or in person
Gender/Sex			Scheme relates to procedural timeline only.	
Gender identity/ Transgender			Scheme relates to procedural timeline only.	
Race			Scheme relates to procedural timeline only.	Processes available where guidance material needs to be completely translated.
Religion and Belief			Scheme relates to procedural timeline only.	
Sexual Orientation			Scheme relates to procedural timeline only.	
Pregnancy and Maternity			Scheme relates to procedural timeline only.	

Marriage and Civil Partnerships			N/A	N/A
Carer's Responsibilities			Scheme relates to procedural timeline only.	

Part 2

Equality Analysis /Impact Assessment

Protected groups

No protected group will be negatively impacted by the proposed admission scheme. Admission's legislation provides strict framework within which scheme can be designed. Legislation is designed to protect protected groups and ensure they are given the same chance of securing a place as those not in a protected group.

Information and Data used to carry out your assessment

This is a yearly process that is improved over time from previous experience and yearly public consultations.

Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not prejudice a particular group.

Who have you involved consulted and engaged?

- parents of children between the ages of two and eighteen;
- other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- whichever of the governing body and the local authority who are not the admission authority;
- any adjoining neighbouring local authorities where the admission authority is the local authority; and
- in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

Analysis

No expected negative impact. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups.

Adverse Impact,

No expected negative impact

Positive Impact:

Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

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Have the actions been included in your business/ service plan?

Yes/No

Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing diversityinfo@kent.gov.uk

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

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**Kent County Council
Equality Analysis/ Impact Assessment (EqIA)**

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: School Admission Arrangements

Responsible Owner/ Senior Officer: Craig Chapman

Last Review Date: 10/10/2023

Author: Craig Chapman

Pathway of Equality Analysis: Initial analysis at service level, Education Cabinet consideration and final sign off by Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

- **Context**

The school admissions process is the primary mechanism to ensure children in Kent have a place of education. This process targets children that will require a new school place for the following school year (either because they have no current school in the case of reception children, or that there is no new year for them to progress to in the school in the case of year 2 infant school children and year 6 primary school children). Parents are invited to express a preference for 3 (primary/junior) or 4 (secondary) schools and the admissions team processes all applications until each child is offered their highest available preference. The Admissions Arrangements detail how priority will be assigned to applicants for each school place.

- **Aims and Objectives**

The aim of this mechanism is to provide every school age child in Kent with a place of education at the normal point of entry. Admissions arrangements allow schools to prioritise applications from local children, or children more appropriate for that particular school environment (e.g. children assessed suitable for a place at a grammar school). These prioritisations are in line with the School Admissions Code and the Equality Act 2010 and do not disadvantage any particular protected group.

- **Summary of equality impact**

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Equality Impact Rating **Low**

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2025-26 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service



Signed:

Name: Craig Chapman

Job Title: Head of Fair Access

Date: 09/12/2023

DMT Member



Signed:

Name: Christine McInnes

Job Title: Director of Education

Date: 09/12/2023

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age			N/A as relates solely to children who are provided under The Education Act and The Children's Act	
Disability			Children or parents with disabilities would not be negatively affected by the process.	Where a parental/child disability makes a particular school more suitable, priority is given to that applicant over children/parents with no disability. Parents with disabilities that limit their ability to access information have alternative avenues for application. Information is available online or via telephone. KCC provides yearly admissions training to ensure schools can aid applicants. Where necessary, officers can aid parents to complete the application via telecom technology or in person
Gender/Sex			Only limitation relating to gender for children applying to same sex	

			schools. Parental gender has no limiting impact	
Gender identity/ Transgender			Child gender information provided by adult with parental responsibility and parental gender identity not questioned. While children may be impacted when they subsequently start school, the Admission process does not consider gender identity so this impact falls outside the scope of this evaluation.	
Race			Race is not a qualifying factor in admissions process. Applicant's race is not collected and is not included in allocation process. Parents with English as an additional language can get help from schools or the LA to complete applications.	Processes available where guidance material needs to be completely translated.
Religion and Belief			Legislation allows some schools to give priority to children of families of a particular faith. These schools can only rank	

			<p>children of a particular faith higher, children from any faith/no faith are not excluded from gaining a place at these schools where one is available.</p> <p>Schools that have KCC as an admissions authority do not utilise this option and do not take faith and belief into account when offering places</p>	
Sexual Orientation			<p>Sexual Orientation is not a qualifying factor in admissions process. Applicant's and parent's sexual orientation is not collected and is not included in allocation process.</p>	
Pregnancy and Maternity			<p>Pregnancy/Maternity is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.</p>	
Marriage and Civil Partnerships			N/A	N/A

Carer's Responsibilities			Carer status is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.	
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Part 2

Equality Analysis /Impact Assessment

Protected groups

No protected group will be negatively impacted by the proposed admission arrangements. Admission's legislation provides strict framework within which arrangements can be designed. Legislation is designed to protect protected groups and ensure they are given the same chance of securing a place as those not in a protected group.

Information and Data used to carry out your assessment

This is a yearly process that is improved over time from previous experience and yearly public consultations.

Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not prejudice a particular group.

Who have you involved consulted and engaged?

- parents of children between the ages of two and eighteen;
- other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- whichever of the governing body and the local authority who are not the admission authority;
- any adjoining neighbouring local authorities where the admission authority is the local authority; and
- in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

Analysis

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Impact,

No expected negative impact

Positive Impact:

Applicants that can demonstrate that their or their child's disability or needs require the support of a specific school can be given priority under the proposed criteria. This fulfils KCC responsibilities under the Equality Act 2010 and are also in line with admission legislation requirements.

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

Page 142

Have the actions been included in your business/ service plan?

N/A

Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing diversityinfo@kent.gov.uk

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published .

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

DECISION NO:

23/00126

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

Key decision: YES / NO

Key decision criteria. The decision will:

- a) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
- the adoption or significant amendment of major strategies or frameworks;*
 - significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Proposed Co-ordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Primary and Secondary Community and Voluntary Controlled Schools 2025/26

Decision:

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

- a) The Coordinated Primary Admissions Scheme 2025/26 incorporating the In Year admissions process as detailed in Appendix A
- b) The Co-ordinated Secondary Admissions Scheme 2025/26 incorporating the In Year admissions process and Kent Test process as detailed in Appendix B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2025/26 as detailed in Appendix C (1)
- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2025/26 as detailed in Appendix D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2025/26 as set out in Appendix C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2025/26 as set out in Appendix D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2025/26 as detailed in Appendix A (2) and the relevant statutory consultation areas for Kent Secondary Schools 2025/26 as set out in Appendix B (2)

Reason(s) for decision:

Background

1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary

Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.

1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. Education Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Primary and Secondary schools in Kent for 2025/26 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.

1.3 All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).

1.4 KCC has consulted the Headteachers and Governors of all Kent Primary and Secondary schools on its proposals to co-ordinate admissions to all Kent Primary and Secondary schools in September 2025. Due to the fact the scheme remains unchanged other than date adjustments to accommodate the minor variations between annual calendars, admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.

Equality Implications

Reviewed Equalities Impact Assessments were considered as part of this process

Financial Implications

Following the outcomes of the consultation there may be changes to school provision in identified areas in order to fulfil the intent of the admissions schemes and arrangements. The costs to this provision will be identified in the subsequent reports that will be considered by Children, Young People and Education Cabinet Committee where necessary. There is an annual cost for the provision of Kent test materials in the region of £200-230k in line with provider contracts, which in turn are finalised through competitive tender in conjunction with Commissioning colleagues.

Legal Implications

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on. 16 January 2024.

A LA consultation ran from 30 November 2023 until 11 January 2024 and considered the following aspects:

- a) The Primary Co-ordinated Admission Scheme including the In Year admissions process for 2025/26;
- b) The Secondary Co-ordinated Admission Scheme including the In Year admissions process for 2025/26;

Further LA consultations ran from 30 November 2023 until 11 January 2024 which adjusted the sixth form entry requirements of Dover Grammar School for Girls and Simon Langton Grammar School for Girls. These changes were made to accommodate each school's current course offering and reflect their intake requirements.

Any alternatives considered and rejected: Page 146

The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities.

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

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signed

.....
date

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From: Rory Love, Cabinet Member for Education and Skills
 Sue Chandler, Cabinet Member for Integrated Children's Services
 Sarah Hammond, Corporate Director of Children, Young People and Education

To: Children's, Young People and Education Cabinet Committee –
 16 January 2024

Subject: The extension of funded early years entitlement, increased access to wraparound childcare, and KCC's local funding formula for early years providers funded entitlement payments for 2024-25.

Decision Number: 23/00127

Key decision - This decision affects all electoral divisions and involves expenditure over £1m

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Decision by Cabinet Member for Education and Skills

Electoral Division: All

Summary: The report sets out the existing early years funded entitlement offer and the Government's extension of funded childcare for working families (both early years and primary school aged), the mechanisms to deliver this, the timescales, and the proposals for funding early years providers. It informs the Cabinet Committee of the Government initiative to increase access to wraparound childcare for the primary school aged children of working families. It seeks delegated authority to progress delivery.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

1. approve acceptance of:
 - a. the new revenue grant to support the roll out of the wraparound childcare programme, and
 - b. the capital grant to support the delivery of extended early years funded entitlement and wraparound childcare;
2. authorise the Director of Education and SEND to take the actions required to deliver 1. and 2. above, in line with the relevant grant conditions, including but not limited to entering into relevant contracts, to be

authorised to enter into variations as envisaged under the contracts and making payments to early providers;

3. approve changes to the Council's Early Years Local Funding Formula for early years providers used to calculate the early years funding rates for funded entitlements from 1st April 2024; and
4. Authorise the Corporate Director of Children, Young People and Education to make any necessary changes to the Funding Formula rates once final affordability is known and agree the payment process to early years providers.

Note that in respect of point 5. above, the Cabinet Member will take the relevant Key Decision in February 2024 in line with the Council's decision-making procedures, following engagement with early years providers and the Schools Funding Forum regarding proposals for the Early Years Funded Entitlement rates for 2024-25

1. Introduction

- 1.1 Currently, all eligible parents of children aged three- and four-years old are entitled to up to 30 hours funded childcare per week (for the equivalent of 38 weeks) up until they start school (a universal offer of up to 15 hours per week with a further 15 hours per week for working parents). Disadvantaged two-year olds who meet certain criteria are also entitled to up to 15 hours per week.
- 1.2 Local authorities are responsible for setting the payment rates to early years providers for the funded entitlement for two-, three- and four-year olds and for making payments to providers for the funded places taken up.
- 1.3 The Council also has a duty to secure sufficient childcare, so far as is reasonably practicable, for working parents or parents who are studying or training for employment for children aged 0-14 (or up to 18 for disabled children).
- 1.4 In the Government's Spring 2023 budget, the Chancellor introduced and announced funding for two new initiatives: New Early Years Entitlements and Wraparound Provision. These are intended to support working parents with the cost of childcare and help parents to return to work.
- 1.5 The new entitlements are being introduced in phases:
 1. From April 2024, eligible working parents of 2-year-olds can access up to 15 hours per week for 38 weeks of the year.
 2. From Sept 2024, eligible working parents of children aged 9 months up to 3-year-olds can access up to 15 hours per week for 38 weeks of the year.
 3. From Sept 2025, eligible working parents of children aged 9 months up to 3-year-olds can access up to 30 hours per week for 38 weeks of the year.
- 1.6 Parents working the equivalent of 16 hrs a week (earning the national minimum wage or living wage) will be able to benefit from this offer. HMRC will continue to confirm eligibility. Eligible low-income families in receipt of certain benefits will continue to be entitled to 15 hours of funded childcare for 2-year-old children.

- 1.7 Local authorities must set entitlement funding rates in line with Government guidance and the cost of these payments are fully funded from the Early Years Block of the Dedicated Schools Grant provided by the Department of Education (DfE). On 29 November, the Government announced the intention to increase the Early Years Block for the funding of existing entitlements (for 3- and 4-year olds and disadvantaged 2 year olds), along with additional funding to deliver the new entitlements from 1 April 2024. The Council must now decide how the existing early years providers payments should change from the 1st April 2024 and the basis for calculating the rate paid for the new entitlements in 2024-25. The DfE expect views will be considered from both early years providers and the Schools Funding Forum.
- 1.8 In addition, the Government announced its ambition that, by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8:00am- 6:00pm. This is known as wrap-around provision or childcare. To support this, the DfE is issuing a separate revenue grant, over the next three financial years (2024-25 to 2025-26) called “Wraparound Childcare grant”. The County Council is to receive a maximum of £52k in 2023-24, £4.1m in 2024-25 and an indicative allocation of £1.9m in 2025-26.
- 1.9 To support the expansion of the funded entitlement for working age parents and to achieve the ambitions of the wraparound childcare programme, the DfE is making available some capital funding to support place development. The County Council has been allocated a total of £2.66m capital funding. The DfE is expecting approximately 80% to be spent on expanding funded entitlements and 20% on wraparound childcare provision.

2. Delivery of New Funded Entitlements

- 2.1 The Department for Education (DfE) has made estimates of the demand arising from the new entitlements, and the number of places needing to be created:

May 2023: GP Registered 0-4s	May 2023: Est. children using formal childcare	Anticipated new demand from April 2024	Anticipated new demand from September 2024	August 2022: Supply	April 2024: Est. Need for Places	September 2024: Est. Need for Places
89,200	48,200	1,600	4,000	38,000	15,500	17,500

N.B The 15,500 places are the DfE’s estimate of take up in. It expects the majority to be children already in provision funded by parents and thus “converting” to funded entitlement, with 1,600 being its estimated required new places.

- 2.2 Delivery Framework - The new entitlements will be delivered using the current arrangements, which are a commissioned partnership between the County Council and The Education People (TEP) with the following roles:
- ✓ The Childcare Sufficiency Assessment (CSA), an assessment of supply and demand for childcare provision in the County, is the responsibility of KCC Analytics, with TEP’s Early Years and Childcare Service (the Service) being a major contributor of place supply and vacancy data
 - ✓ TEP leads on the development of new places and support for existing places across all types of provision, being early years and out of school childcare groups and childminders

- ✓ KCC's Management Information Team (MI) administrates claims for funded places from providers
- ✓ KCC Finance makes the payments to providers
- ✓ TEP works with KCC's Marketing and Resident Experience Team (MRX) to ensure timely and effective communications with parents.

2.3 Where we are now –

- ✓ It was agreed at Partnership Operations Board that TEP should lead on both the new entitlements and wraparound provision. A Steering Group has been established, led and chaired by TEP and with relevant KCC representatives.
- ✓ Based on the Summer Sufficiency Audit carried out by TEP, we know what places and vacancies we have currently. This has informed the CSA for 2023/24, which is close to completion and publication.
- ✓ Local Authority funding rates were published by the DfE on 29 November 2023. The Council is consulting with providers during January (further details in section 4).
- ✓ The DfE has been late in issuing technical specifications to IT providers and aspects of what will be required do not appear in the specifications. An assessment is being made as to the possible manual workarounds that may be required.
- ✓ TEP is working with KCC's MRX Team to update Kent.gov, with Management Information updating provider facing KELSI pages.
- ✓ The final version of the new Statutory Guidance is not expected until 1 January 2024, with parents of eligible two-year olds being able to apply from 2 January 2024. This timeframe is unhelpful.

2.4 Next Steps - The following activities need to be completed:

- ✓ The Spring Vacancy Audit, due to be carried out by TEP in January/February, will be used alongside the annual CSA to give as clear a position as possible for April, assessing vacancies against parental demand as far as this can be ascertained.
- ✓ A parental questionnaire is being launched (combined with Wraparound Provision) by KCC Analytics in January, to run for the first four weeks of Term 3, with outcomes being available by or on 19 February.
- ✓ Information from the Spring Audit will then be aggregated to identify potential gaps in provision.
- ✓ MI to implement the new IT solutions.
- ✓ The local authority must confirm the funded entitlement rates, and payment process, by 31st March of each year for the forthcoming financial year, in consultation with early years providers and Schools Funding Forum. Providers are anxious for rates to be confirmed as early as possible to enable them to decide whether to offer additional places.
- ✓ Once all relevant information has been received from the DfE, this will inform the Marketing and Communications Plan which is currently being developed by TEP and KCC's MRX Team.
- ✓ Criteria and processes need to determine for allocating the capital funding to support sufficiency planning for the roll out of the new entitlements. DfE has indicated possible uses of funding could include making existing provisions more accessible for children with SEND, expanding existing provision including via a further site, remodelling provision to create more spaces, and

modifying or improving central IT systems used by the local authority to deliver the entitlements.

- ✓ Provider agreements to be refreshed to ensure these cover the new entitlements. Legal support will be required.

2.5 **Risks** – There are a number of risks to achieving delivery of the new entitlements, which arise as a consequence of the timeline for implementation, and the fragility of the market.

- ✓ There is a risk of significant system issues, used to collect data from early years providers, which may impact the ability to make payments to providers on time and report required information to the DfE on a termly basis.
- ✓ Providers will not commit to offering places until local funding rates are known and they have seen the new Statutory Guidance, the timescales for which are extremely tight for the introduction of new places in April.
- ✓ Dependant on the confirmed local rate and in the context of increases in both the national minimum and living wages, affordability for providers may be a risk, which could deter them from agreeing to offer any new places.
- ✓ Where new places are required and this necessitates building refurbishment and/or extension, the lack of suitable space/premises may be an issue. Where a new build is required, lack of suitable land and/or affordability may be an issue.
- ✓ Whilst outside of local control, there continues to be a national crisis in the recruitment and retention of quality staff. A new DfE campaign is due to launch in the new year, but even if successful this would be unlikely to significantly enough boost the workforce for April, if not also September.
- ✓ Parental expectations about the new entitlements are already high so should there be any shortfall in meeting these expectations, complaints may be an issue.

3. Delivery of Wrap-around Childcare

3.1 The expectation is that by September 2026, all primary schools will offer (on-site or off-site) wrap around childcare. The DfE’s original estimates for Kent were:

Supply of on-site wraparound childcare in Kent

Schools with primary-aged pupils	Schools offering before-school childcare	Total number of before-school places	Schools offering after-school childcare	Total number of after-school places	Schools providing before and after school	Schools providing neither	Schools providing full wraparound	Schools not providing full wraparound
462	386	14,889	299	11,625	294	71	171	291

3.2 The table reports information about on-site wraparound childcare provided at schools with primary-aged pupils situated within Kent based on returns from schools in the January 2023 School Census. This is considered by the DfE to be the most timely available data, but has not been directly verified by the Council. It does not report on wraparound provision that may be supplied through off-school sites. It also does not report whether capacity is exceeded by demand at schools or not. ‘Full wraparound’ refers to schools which provide both before-school childcare (before or at 8am to the start of school) and after-school childcare (after school and to 6pm or later).

- 3.3 The Wraparound Childcare grant can be used to fund new and expanded provision, either to meet current demand or guarantee supply to build future demand by covering running costs. It can be used to cover costs, including as staffing, training, and transport (eg minibus hire) and resources. It cannot be used to subsidise an individual place. 11% can be retained by the local authority to cover its capacity costs.
- 3.4 The guidance on how capital funding can be spent includes building modifications to adapt space for use to deliver inclusive wraparound childcare, improvements to storage, new physical assets such as minibus purchase (to support a hub model of wraparound provision), play equipment (including outdoor play equipment), or tables and chairs. To be considered capital expenditure the asset must bring an economic benefit, and able to be depreciated, over more than one financial year.
- 3.5 Delivery Framework – Wraparound Provision, as with the new entitlements in Kent, will be delivered in partnership between KCC and TEP with the following roles:
- ✓ The CSA is being extended by Kent Analytics to include all term-time wraparound provision.
 - ✓ TEP leads on the development of new and support for existing places across the County.
 - ✓ TEP and KCC's MRX Team to ensure timely and effective communications with parents.
 - ✓ KCC Finance and Education will support TEP in developing a costed delivery plan for both revenue and capital funding, ensuring future payments are made to providers in a timely way, and ensure the terms and conditions of the grant are met for accounting and audit purposes.
- 3.6 Where we are now -
- ✓ The CSA currently only includes breakfast places so is being expanded to include after school.
 - ✓ TEP has carried out a telephone audit of schools which completed mid-December
 - ✓ A Microsoft Forms audit of childminders and early years and out of school childcare group providers is in process and closes on 5 January.
- 3.7 Next Steps - The LA has to submit a costed delivery plan to the DfE for the use of the capacity funding (February 2024). This has to be followed by a costed delivery plan for the use of the revenue (programme) funding (May 2024). To achieve these a number of activities need to be completed:
- ✓ Combine the outcomes of the telephone audit of schools with that being done for all other providers via Microsoft Forms in order to inform the CSA in relation to supply.
 - ✓ As previously mentioned, a parental questionnaire (combined with Early Years Entitlements) will be carried out.
 - ✓ The combined audits will be aggregated with the outcomes of the parental questionnaire to inform gaps in supply.
 - ✓ Promote wraparound provision to parents and other partners.
 - ✓ Submit supply and demand mapping data to the DfE (March 2024).

- 3.8 Risks - The key risk for Wraparound Provision is its long-term sustainability once the programme funding expires. Past experience would tell us that schools may be reticent to engage, because of the possibility, if not probability, of low take-up. The programme funding can be used to help set up provision, and fund ghost places while demand is built up. However, it is expected that the provider will charge families the full cost from the outset, rather than use funding to subsidise places.

4. Funding Rates for Providers

- 4.1 Early Years Entitlements are funded from the Early Years Block of Dedicated Schools Grant provide by the DfE. The Early Years Block is distributed to local authorities based on DFE pre-determined hourly rates and the estimated number of hours children access from the various funded entitlement offers (under 2, 2 year old and 3- & 4-year olds). The pre-determined hourly rates (and their calculation) vary depending on the funded entitlement offer.
- 4.2 Local authorities are then responsible for setting their own local formulae (known as the Early Years Funding Formulae) to determine the rate paid to their own early years providers. Local authorities can retain up to 5% of the total funding received for early years entitlements (excluding pupil premium and disability access fund) to contribute towards services provided for early years.
- 4.3 The DfE confirmed on 29 November 2023, the Local Authority basis for the Early Years Block for 2024-25. Kent's indicative allocation is due to increase by £49.1m (to £154.2m), of which, £114.5m relates to the existing funded entitlement offer for three- and four-year olds and disadvantaged 2-year-olds and £39.8m relates to the new expanded entitlement offer for children of working age parents.

Existing Funded Entitlement Rates

- 4.4 The existing allocations for 3- and 4-year old entitlement will increase by 3.8% (compared to the equivalent figure in 2024-25). The Department has also rolled in the funding for the Early Years Supplementary Grant (EYSG), received separately between September 2023 and March 2024, [Decision - 23/00070](#) - Increase to Early Years Free Entitlement Rates from September 2023: Allocation of the Early Years Supplementary Grant 2023-24, along with the recently announced Teacher Pay Grant (TPG) and further funding for higher employer contributions for teachers. The maintained schools supplementary funding has also increased by the equivalent of 6.7 Along with the Early Years Pupil Premium and Disability Access Fund rate paid for eligible three- and four-year-old children increasing by 2.9% and 3.2%, respectively. The 2- year-old disadvantaged rate will increase by 2.9% (compared to the equivalent figure from September 2024).
- 4.5 The Local Authority must agree the Early Years Funding Formula that will be used to determine the rates paid to providers for three- and four-year olds. Due to the timing of funding announcements for the Early Years Block, consultation with early providers and the Schools Funding Forum will take place during January, ahead of the Cabinet Member taking the Key Decision. Key considerations will include how the EYSG and TPG is incorporated into the Early Years Funding Formula; along with overall uplifts to the basic rates;

funding of the Special Educational Needs Inclusion Fund; and proposed changes to the calculation of the deprivation supplement (in light of a consultation that took place during the Summer Term).

- 4.6 The calculation of the two-year old disadvantaged rate is impacted by the rollout of the new funded entitlements and more detail is provided below.
- 4.7 The three- and four-year old Early Years Pupil Premium and Disability Access Fund are paid based on DfE prescribed rates.

New Funded Entitlement Rates

- 4.8 The DfE ran a consultation with local authorities, early years providers and other representative bodies over the summer focusing on the way funding for the new entitlements will be distributed to local authorities and the funding rules for how local authorities determine their own local formula to pay providers for the hours claimed by families. The DfE consultation feedback, alongside the funding rates for local authorities and the funding guidance was published at the end of November.
- 4.9 The DfE has announced the funding rate used to determine grant allocation to local authorities for the two-year old working parent entitlement will be set at the same rate as the existing two-year old disadvantaged rate (£8.10 per eligible hour), whilst the hourly rate for under twos entitlement will be set at £11.01 per eligible hour.
- 4.10 The DfE has announced indicative allocations for the new entitlements based on estimated take up, the characteristics of the children and families taking up the funded hours. Local authorities will use the indicative allocations to calculate proposed rates for their local formulae.
- 4.11 The DfE has also extended the existing scheme for 3- and 4-year olds for Early Years Pupil Premium and the Disability Access fund to the new funded entitlements for 2-year-olds and under, these must be paid based on the DfE prescribed rate.
- 4.12 The Local Authority must now agree the Early Years Funding Formula that will be used to determine the rates the Council will pay to providers for two-year olds and under two-year olds entitlements. The formula must meet the DfE guidelines. Key parameters for setting the new entitlements include:
- Universal hourly base rate dependent upon age
 - Disadvantaged 2-year-old funded hours must not be paid at a lower rate than hours provided to 2-year-olds from working families
 - Special educational needs inclusion fund which should be targeted at children with lower level or emerging special educational needs
 - Optional supplements for deprivation, rurality, flexibility, quality, and English as an additional language

Funding Rate Consultation

- 4.13 Before deciding on its local formulae and provider hourly rates, the LA must consult with its providers and schools forum to decide how the money will be spent. Prior to consultation we discussed the DfE consultation and the possible options for local consultation with a group of providers reflecting a cross section of the different providers in Kent.
- 4.14 We launched the Early Years funding rate and payment consultation on Tuesday 9th January which sets out a number of proposals for the early years local funding formula from 1 April 2024. The consultation is open for a minimum of two weeks outside the school Christmas holidays, the consultation closes on Wednesday 24th January. We are encouraging all private, voluntary and independent providers, maintained nursery classes, maintained nursery schools and academies within the KCC area to respond with their views. Full details on our consultation will be shared after Tuesday 9th January.
- 4.15 The consultation responses will be shared with the Schools' Funding Forum on 2nd February 2024. The Forum will be asked to review these responses before reaching a recommended set of proposals to change the local funding formula from 1 April 2024
- 4.16 The consultation responses, together with the Schools' Funding Forum's recommendations and the views of this Cabinet Committee will be considered by the Cabinet Member for Education and Skills before a key decision on the local funding formula is taken.
- 4.17 While the formula can be approved, it is necessary for the final decision on the hourly rates to be paid to be based on affordability, which cannot be finalised until the formula is approved. For this reason, it is necessary for the Corporate Director of Children, Young People and Education to be delegated authority to approve the hourly rates.

5. How the proposed decision supports Framing Kent's Future 2022-2026

- 5.1 The proposed decision supports the key priority "Levelling up Kent" within the 'Framing Kent's Future (2022-26)'. Supporting the Kent economy to be resilient and successful depends upon having a flexible, adaptable, talented workforce. Enabling parents to be active in the workforce is an essential component of this.

6. How the proposed decision supports Securing Kent's Future.

- 6.1 The proposed decision supports "Securing Kent's Future – budget recovery strategy". The additional activity is funded by Government Grant, with allowances within these for the County Council's delivery costs. No additional funds from KCC are required. Supporting families to work and be independent of state support assists the County Council's budget position.

7. Financial Implications

Funded Entitlements

- 7.1 The revenue costs of paying existing and new entitlements is expected to be fully covered by the Early Years Funding Block of the DSG. It will be necessary to ensure that the hourly rate is affordable within the grant funding provided. The Local Authority's cost of delivering the current and new entitlements are also expected to be fully covered by the early years block funding in 2024-25 through retention of up to 5% of the grant. For 2023-24, the DfE has provided a separate one-off grant of £233,579 to support the Local Authority's activities required ahead of the 1st April to deliver the new entitlement offer. Benchmarking is taking place with other local authorities to identify areas where possible efficiencies from existing early years & childcare services delivered by TEP could be made. In light of the additional work over the next two financial years resulting from expanding the offer, some staffing & resource reductions are expected to be postponed, with staff instead delivering the new entitlements, funded by the additional capacity funding instead. Additional capacity is needed within Management Information and Finance to manage the additional volume of eligibility checks, payment check and payments. All costs are expected to be fully covered by the grant.

Wraparound Childcare Grant

- 7.2 Spending plans to support delivery of the ambitions of wraparound childcare will be set within the revenue grant available (outlined in paragraph 1.8). Criteria for use will be developed. The 2023-24 grant allocation is expected to fund the local authority's central delivery costs for this initiative, and 11% of future year grant allocations can be used for this purpose in subsequent years. TEP has identified the need to redeploy five staff to deliver this work over the 18-month period April 2024 to September 2025. As above, some proposed staff & resource reductions will be postponed with staff instead delivering the wraparound childcare ambitions, funded by the capacity funding.
- 7.3 Similarly, criteria and a process for using the capital grant (as outlined in paragraph 1.9) for both funded entitlement sufficiency and wraparound childcare development will be determined, with spending plans limited to the amount of grant funding available.
- 7.4 All proposals are expected to be fully funded from external grants and there will be no additional LA funding requirement.

8. Legal implications

- 8.1 The LA has a duty to ensure families can access their funded early years entitlements, and as far as is practicable to access childcare for 0-14 year olds to enable them to work or access education and training. Delivering the extended funded entitlements and wraparound childcare ambition is necessary to discharge these duties.
- 8.2 The existing provider agreement provides the revenue contracts required for the new entitlement. It will be refreshed with legal support to ensure the new entitlements are covered.
- 8.3 Contracts/funding agreements will need to be entered in to for capital awards, and for wraparound grant funding.

- 8.4 The Council is required to set the schools and early years budget in accordance with Education Act 2002 and the Conditions of Dedicated Schools Grant 2024-25. The Early Years funding rates must be published by 31st March for the forthcoming financial year.
- 8.5 The Schools Funding Forum generally have a consultative role whose composition, constitution and procedures of schools forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended).

9. Equalities implications

- 9.1 An equalities impact assessment has been completed and is included as part of the consultation documentation. There were no adverse impacts identified.
- 9.2 No data protection implications have been identified.

10. Other corporate implications

- 10.1 Delivery of these requirements will require support from the MRX Team, but is not expected to have any corporate implications.

11. Governance

- 11.1 A key decision is required to accept and utilise the new grants. It is expected responsibility for these and for delivery of the new entitlements/wraparound childcare will be delegated to the Director for Education and SEND as these are extensions to existing delegations.

12. Conclusions

- 12.1 Delivery of these new entitlements and widening access to wraparound childcare is important to supporting working families in the County. It will not only help them financially by covering childcare costs, but open opportunities to extend working hours, return to work, or take on new roles. The LA has a statutory duty to enable families to access their entitlement, thus this activity must be undertaken.
- 12.2 The funding rates for providers must be determined, being both critical to existing provision, and to whether or not providers will sign up to the new entitlements.

13. Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

1. approve acceptance of:
 - a. the new revenue grant to support the roll out of the wraparound childcare programme, and
 - b. the capital grant to support the delivery of extended early years funded entitlement and wraparound childcare;
2. authorise the Director of Education and SEND to take the actions required to deliver 1. and 2. above, in line with the relevant grant conditions, including but not limited to entering into relevant contracts, to be authorised to enter into variations as envisaged under the contracts and making payments to early providers;
3. approve changes to the Council's Early Years Local Funding Formula for early years providers used to calculate the early years funding rates for funded entitlements from 1st April 2024; and
4. Authorise the Corporate Director of Children, Young People and Education to make any necessary changes to the Funding Formula rates once final affordability is known and agree the payment process to early years providers.

Note that in respect of point 5. above, the Cabinet Member will take the relevant Key Decision in February 2024 in line with the Council's decision-making procedures, following engagement with early years providers and the Schools Funding Forum regarding proposals for the Early Years Funded Entitlement rates for 2024-25

Background Documents

[Childcare Expansion Capital Grant - Allocations Guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[National wraparound childcare programme handbook: a guide for local authorities \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love, Cabinet Member for Education and Skills

DECISION NO:

23/00127

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision The extension of funded early years entitlement, increased access to wraparound childcare, and KCC's local funding formula for early years providers funded entitlement payments for 2024-25.

Decision:

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

- I. approve acceptance of:
 - a. the new revenue grant to support to the roll out of the wraparound childcare programme, and
 - b. the capital grant to support the delivery of extended early years funded entitlement and wraparound childcare;
- II. authorise the Director of Education and SEND to take the actions required to deliver 1. and 2. above, in line with the relevant grant conditions, including but not limited to entering into relevant contracts, to be authorised to enter into variations as envisaged under the contracts and making payments to early providers;
- III. approve changes to the Council's Early Years Local Funding Formula for early years providers that is used to calculate the early years funding rates for funded entitlements from 1st April 2024; and
- IV. Authorise the Corporate Director of Children, Young People and Education to make any necessary changes to the Funding Formula rates once final affordability is known and agree the payment process to early years providers.

Reason(s) for decision:

Background

- 1.1 Currently, all eligible parents of children aged three- and four-years old are entitled to up to 30 hours funded childcare per week (for the equivalent of 38 weeks) up until they start school (a universal offer of up to 15 hours per week with a further 15 hours per week for working parents). Disadvantaged two-year olds who meet certain criteria are also entitled to up to 15

hours per week.

- 1.2 Local authorities are responsible for setting the payment rates to early years providers for the funded entitlement for two-, three- and four-year olds and for making payments to providers for the funded places taken up.
- 1.3 The Council also has a duty to secure sufficient childcare, so far as is reasonably practicable, for working parents or parents who are studying or training for employment for children aged 0-14 (or up to 18 for disabled children).
- 1.4 In the Government's Spring 2023 budget, the Chancellor introduced and announced funding for two new initiatives: New Early Years Entitlements and Wraparound Provision. These are intended to support working parents with the cost of childcare and help parents to return to work.
- 1.5 The new entitlements are being introduced in phases:
 1. From April 2024, eligible working parents of 2-year-olds can access up to 15 hours per week for 38 weeks of the year.
 2. From Sept 2024, eligible working parents of children aged 9 months up to 3-year-olds can access up to 15 hours per week for 38 weeks of the year.
 3. From Sept 2025, eligible working parents of children aged 9 months up to 3-year-olds can access up to 30 hours per week for 38 weeks of the year.
- 1.6 Parents working the equivalent of 16 hrs a week (earning the national minimum wage or living wage) will be able to benefit from this offer. HMRC will continue to confirm eligibility. Eligible low-income families in receipt of certain benefits will continue to be entitled to 15 hours of funded childcare for 2-year-old children.
- 1.7 Local authorities must set entitlement funding rates in line with Government guidance and the cost of these payments are fully funded from the Early Years Block of the Dedicated Schools Grant provided by the Department of Education (DfE). On 29 November, the Government announced the intention to increase the Early Years Block for the funding of existing entitlements (for 3- and 4-year olds and disadvantaged 2 year olds), along with additional funding to deliver the new entitlements from 1 April 2024. The Council must now decide how the existing early years providers payments should change from the 1st April 2024 and the basis for calculating the rate paid for the new entitlements in 2024-25. The DfE expect views will be considered from both early years providers and the Schools Funding Forum.
- 1.8 In addition, the Government announced its ambition that, by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8:00am- 6:00pm. This is known as wrap-around provision or childcare. To support this, the DfE is issuing a separate revenue grant, over the next three financial years (2024-25 to 2025-26) called "Wraparound Childcare grant". The County Council is to receive a maximum of £52k in 2023-24, £4.1m in 2024-25 and an indicative allocation of £1.9m in 2025-26.
- 1.9 To support the expansion of the funded entitlement for working age parents and to achieve the ambitions of the wraparound childcare programme, the DfE is making available some capital funding to support place development. The County Council has been allocated a total of £2.66m capital funding. The DfE is expecting approximately 80% to be spent on expanding funded entitlements and 20% on wraparound childcare provision.

Financial Implications

2. How the proposed decision supports Framing Kent's Future 2022-2026

- 2.1 The proposed decision supports the key priority "Levelling up Kent" within the 'Framing Kent's Future (2022-26)'. Supporting the Kent economy to be resilient and successful depends upon having a flexible, adaptable, talented workforce. Enabling parents to be active in the workforce

is an essential component of this.

3. How the proposed decision supports Securing Kent's Future.

- 3.1 The proposed decision supports "Securing Kent's Future – budget recovery strategy". The additional activity is funded by Government Grant, with allowances within these for the County Council's delivery costs. No additional funds from KCC are required. Supporting families to work and be independent of state support assists the County Council's budget position.

4. Financial Implications

Funded Entitlements

- 4.1 The revenue costs of paying existing and new entitlements is expected to be fully covered by the Early Years Funding Block of the DSG. It will be necessary to ensure that the hourly rate is affordable within the grant funding provided. The Local Authority's cost of delivering the current and new entitlements are also expected to be fully covered by the early years block funding in 2024-25 through retention of up to 5% of the grant. For 2023-24, the DfE has provided a separate one-off grant of £233,579 to support the Local Authority's activities required ahead of the 1st April to deliver the new entitlement offer. Benchmarking is taking place with other local authorities to identify areas where possible efficiencies from existing early years & childcare services delivered by TEP could be made. In light of the additional work over the next two financial years resulting from expanding the offer, some staffing & resource reductions are expected to be postponed, with staff instead delivering the new entitlements, funded by the additional capacity funding instead. Additional capacity is needed within Management Information and Finance to manage the additional volume of eligibility checks, payment check and payments. All costs are expected to be fully covered by the grant

Wraparound Childcare Grant

- 4.2 Spending plans to support delivery of the ambitions of wraparound childcare will be set within the revenue grant available (outlined in paragraph 1.8). Criteria for use will be developed. The 2023-24 grant allocation is expected to fund the local authority's central delivery costs for this initiative, and 11% of future year grant allocations can be used for this purpose in subsequent years. TEP has identified the need to redeploy five staff to deliver this work over the 18-month period April 2024 to September 2025. As above, some proposed staff & resource reductions will be postponed with staff instead delivering the wraparound childcare ambitions, funded by the capacity funding.
- 4.3 Similarly, criteria and a process for using the capital grant (as outlined in paragraph 1.9) for both funded entitlement sufficiency and wraparound childcare development will be determined, with spending plans limited to the amount of grant funding available.
- 4.4 All proposals are expected to be fully funded from external grants and there will no additional LA funding requirement.

5. Legal implications

- 5.1 The LA has a duty to ensure families can access their funded early years entitlements, and as far as is practicable to access childcare for 0-14 year olds to enable them to work or access education and training. Delivering the extended funded entitlements and wraparound childcare ambition is necessary to discharge these duties.
- 5.2 The existing provider agreement provides the revenue contracts required for the new entitlement. It will be refreshed with legal support to ensure the new entitlements are covered.
- 5.3 Contracts/funding agreements will need to be entered in to for capital awards, and for

wraparound grant funding.

- 5.4 The Council is required to set the schools and early years budget in accordance with Education Act 2002 and the Conditions of Dedicated Schools Grant 2024-25. The Early Years funding rates must be published by 31st March for the forthcoming financial year.
- 5.5 The Schools Funding Forum generally have a consultative role whose composition, constitution and procedures of schools forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended).

6. Equalities implications

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

7. DPIA

No data protection implications have been identified.2.1

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee will consider the decision on.16 January 2924

Any alternatives considered and rejected:

Delivery of these new entitlements and widening access to wraparound childcare is important to supporting working families in the County. It will not only help them financially by covering childcare costs, but open opportunities to extend working hours, return to work, or take on new roles. The LA has a statutory duty to enable families to access their entitlement, thus this activity must be undertaken.

The funding rates for providers must be determined, being both critical to existing provision, and to whether or not providers will sign up to the new entitlements.

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

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signed

.....
date

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

To: Children's, Young People and Education Cabinet Committee – 16 January 2024

Subject: Specialist Resource Provision Contracts & Service Level Agreements (SLAs)

Decision Number: **23/00128**

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

Classification: **Unrestricted**

Past Pathway of report: None

Electoral Division: All

Summary: This report sets out how places in Specialist Resource Provisions (SRPs) are commissioned on an annual basis, the funding mechanisms that are in place and how decisions regarding SRPs are made. The report provides an overview of the updated SRP Contract and SLA.

Recommendation(s):

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

- a) Agree to enter into and seal contracts and service level agreements (SLA) with mainstream primary and secondary schools to provide Specialist Resource Provisions (SRPs) for the period to 31st August 2026;
- b) Authorise the Director for Education and Special Educational Needs to enter into and seal these contracts and SLAs on behalf of Kent County Council,
- c) Authorise the Director for Education and Special Educational Needs to be the nominated Local Authority Representative within the relevant agreements and to enter into variations as envisaged under any of these contracts and SLAs.

1. Introduction

1.1 In Kent a Specialist Resource Provision (SRP) is defined as 'places that are reserved at a mainstream school for pupils with Special Educational Needs (SEN), who are included within the mainstream school and activities, but require a base and/or some specialist facilities'. Resourced provisions:

- Have an SRP Lead Teacher with specialist qualification(s) overseeing the provision.
- Are commissioned specifically for making this kind of SEN provision.
- Cater for pupils who have SEN with an Education Health and Care (EHC) Plan who may not make progress without specialist facilities and/or expertise.
- Should support pupils with SEN support and EHC Plans through delivering inreach and/or outreach activities.

- 1.2 Contracts and SLAs have been in place for all SRP holding schools in Kent for a significant number of years. The purpose of the contracts and SLAs is to ensure that pupils with SEN receive an excellent education in an inclusive environment and are able to access specialist facilities and/or expertise which enables them to make progress. The previous contracts and SLAs that were in place expired during the previous academic year.
- 1.3 A review of the standard SRP contract and SLA was carried out from January 2023 through to April 2023. The aim was to strengthen the governance arrangements and to ensure consistency between the two documents. The following was in scope of the review:
- The SRP service specification.
 - The reporting, monitoring and governance process for SRPs. This refers to the processes for the schools/trusts under the new SLA/contract and internally within KCC in terms of performance monitoring.
- 1.4 Legal advisors were commissioned to provide advice and update the contract and SLA. Following finalisation of these documents, in line with the legal advice provided, the updated contract and SLA were issued to all SRP holding schools from September 2023 through to December 2023. The updated proposed contract and SLA cover the period to 30 August 2026.
- 1.5 This report provides an overview of the key processes and decisions relating to SRPs. This will include the establishment of new SRPs; funding arrangements; place commissioning and decision making. It will request authority be delegated to the Director for Education and SEN to enter into contracts and SLAs with the schools delivering SRPs.

2. Body of the report

- 2.1 SRPs are established in mainstream primary and secondary schools, these can be either Local Authority maintained schools or schools that are part of an academy trust. In Kent there are 74 SRPs which are provided across 65 schools, of which 41 are primary schools and 24 are secondary schools. SRPs in Kent have the following designations (it is important to note that a school can provide more than one SRP and thus have multiple designations):
- Autistic Spectrum Condition (ASC)
 - Speech, Language and Communication Needs (SLCN)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Physical Disability (PD)
 - Cognition and Learning (C&L)
 - Profound, Severe and Complex Needs (PSCN)
 - Specific Learning Difficulties (SpLD)
- 2.2 When the need for a new SRP is identified the Council will consult with the relevant district(s). Once a school has been identified to provide a new SRP there is a statutory process that must be followed, this process varies slightly for LA maintained schools and schools that are part of an academy trust. LA Officers work with the identified schools or trust to establish the new SRP.

- 2.3 New SRPs have been, and will continue to be, established as per the statutory process and will be agreed in consultation with the Cabinet Committee. Following the conclusion of the statutory process, consultation and agreement from the Cabinet Committee the Director for Education and SEND, on behalf of the local authority, enters into either a contract (where the school is part of an academy trust) or an SLA (where the school is an LA maintained school) with the SRP holding school.
- 2.4 A review of SRPs was carried out from January 2023 to April 2023, this review was focussed on the previous contract and SLA. The review aimed to ensure consistency across both agreements and to strengthen the monitoring and governance arrangements. The review was carried out in partnership with a representative selection of Headteachers from schools who currently provide an SRP.
- 2.5 Following the conclusion of the review updated contracts and SLAs were produced, the key changes made are summarised below:
- Removed reference to the % of time that children and young people are expected to be educated in the mainstream school as opposed to the resource base. There is no longer a minimum or a maximum time requirement, this will now be based on professional judgement.
 - There will no longer be any SRP steering groups, these will be replaced by monitoring visits carried out by the SEN Inclusion Advisors.
 - There is no change to current funding arrangements, however, there is ongoing work in relation to High Needs Funding which means this may change in the future.
 - Electronic reporting will be established for SRP holding schools. The data from the reports submitted by schools will contribute to an annual strategic county wide education report.
 - Reporting and monitoring have been aligned to the school improvement cycle (School Improvement Plan & Self Evaluation Form).
 - The SEND Governor/Trustee is expected to include the SRP in their standard monitoring visits. The SEND Toolkit for Governors¹ has been updated and is now available.
- 2.6 The proposed contracts and SLAs would have a contract period to 31 August 2026. These have been issued to all SRP holding schools pending the Authority's decision to enter in to these. The ongoing costs for SRPs under the contracts and SLAs are for the provision of places, there is an annual commissioning process whereby the number of places per SRP are agreed.
- 2.7 The number of places to be commissioned at each SRP are agreed in the autumn term. During this term the SEND Support and Inclusion Manager (School age & Post-16) meets with each SRP holding school to identify and discuss the number of places to be commissioned in the following academic year. The proposed commissioned numbers are submitted to the Assistant Director for SEND for approval. Once approved the Finance team submit these to the Department for Education (DfE). The commissioned numbers are also

¹ [SEND Toolkit for Governors 2023 by theeducationpeople7 - Issuu](#)

included in the annual Commissioning Plan for Education Provision in Kent² which is subject to a Key Decision in January each year and the SEND Sufficiency Plan.

3. Financial Implications

- 3.1 The number of places that are commissioned in each SRP are agreed annually, therefore, the annual cost of SRP places is subject to variation. The total cost of commissioned places may also change each year due to new SRPs being established or where additional places in SRPs are spot purchased resulting in an overall increase in places.
- 3.2 SRP places are funded in accordance with the relevant guidance (for example High Needs Funding Arrangements 2024 - 2025³) from the Department for Education (DfE) which are subject to change. Kent County Council produce annual School Budget Guidance⁴ each financial year which sets out how SRP places are funded by the Local Authority.
- 3.3 The total cost of an SRP place is broken down into three elements (1,2 & 3), these are defined in the current KCC School Budget Guidance 2023 – 2024⁵:
- Element 1 (E1): This is also known as ‘Core Education Funding’ and is calculated within the mainstream funding formula. The school receives this funding as part of their standard mainstream school budget regardless of whether the pupil accesses an SRP place or not. Where a SRP place is vacant at the time of the annual school census, the Local Authority will provide the school with the equivalent per pupil funding.
 - Element 2 (E2): This is also known as ‘Additional Support Funding’ and is paid to the school for the number of agreed commissioned places for the academic year. This element is valued at £6,000 per place, as per DfE guidance.
 - Element 3 (E3): This is the SRP need type top-up funding and is only paid for actual pupils who are on roll at the SRP. This funding will follow the pupil and is paid on a monthly basis.
- 3.4 The value of E3 varies annually and is consulted with the Schools Funding Forum and agreed through a key decision by the Cabinet Member for Education & Skills in December/January of the preceding year.
- 3.5 The total cost (inclusive of elements 1,2 & 3) of SRP places for the current academic year (23/24) is approximately £26.2m. The estimated value of the current number of commissioned SRP places over the 3-year contract period is £78.6m. The estimated value of the three-year contract/SLA is subject to variation due to the annual commissioning cycle, element 3 uplift and the establishment of any new SRPs (resulting in more places becoming available, or closure where SRPs are no longer required). The cost of SRPs is fully funded

² [Commissioning Plan for Education Provision - Kent County Council](#)

³ [High needs funding: 2024 to 2025 operational guide - GOV.UK \(www.gov.uk\)](#)

⁴ https://www.kelsi.org.uk/__data/assets/word_doc/0019/150517/2023-24-School-Budget-Guidance.docx

⁵ https://www.kelsi.org.uk/__data/assets/word_doc/0019/150517/2023-24-School-Budget-Guidance.docx

from the ring-fenced DfE grant known as the Dedicated Schools Grant: High Needs Block.

4. Legal implications

- 4.1 Initial drafts of the updated SRP contract and SLA were reviewed by external legal advisors who provided the advice required and finalised both documents.

5. Equalities implications

- 5.1 The Review of the SRPs was set up as a project under the Council's wider SEND Transformation Programme and forms part of the ongoing work under the Safety Valve. An EQIA has been completed for this programme which concluded that there is no potential for discrimination and all appropriate measures have been taken to advance equality and foster good relations between the protected groups.

6. Risk and Other Factors

- 6.1 Kent entered into a Safety Valve agreement⁶ with the DfE in May 2023. Under this agreement Kent is required to reach an in-year balance on their DSG by the end of the financial year 2027-28 and sustain this in each subsequent year thereafter. The Review of SRPs is specifically mentioned within Kent's Safety Valve Agreement amongst the identified actions. The place funding for SRPs is carried out in line with statutory guidance from the DfE, however, the contract in addition to this enables more robust governance and monitoring arrangements to be put into place between KCC and SRP holding schools. This will enable improved monitoring and oversight of SRPs and ensuring good outcomes and value for money.
- 6.2 Kent was issued an Improvement Notice⁷ following the two Ofsted Visits in 2019, which identified 9 areas of significant weaknesses, and 2022, which determined that no significant progress had been made in addressing any of the areas of weakness previously identified. Following the issue of the improvement Kent was required to develop a rapid improvement plan, called an Accelerated Progress Plan⁸ (APP) which was agreed with the DfE and published in August 2023. The Review of SRPs, specifically the strengthening of governance arrangements and more robust contract management, contributes towards areas 2 (A variable quality of provision and commitment to inclusion in schools, and the lack of willingness of some schools to accommodate children and young people with SEND) and 5 (Poor standards achieved, and progress made, by too many children and young people with SEND).
- 6.3 The contract and SLA are supportive of the strategic objectives of Framing Kent's Future⁹, specifically Priority 4 New Models of Care and Support. Specialist Resource Provisions (SRPs) in Kent enable some pupils with an EHC Plan to thrive in a mainstream school, who without this support may not make good progress. Places within an SRP are reserved for making this type of

⁶ [Dedicated Schools Grant 'Safety Valve' Agreement: Kent 2022-2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

⁷ [SEND Improvement notice to Kent County Council \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

⁸ [Kent Local Area - Accelerated Progress Plan](#)

⁹ [Framing Kent's Future - Kent County Council](#)

provision available. This means that where some specialist support is required there is more choice and proximity of suitable provision.

- 6.4 Entering into a contract or SLA with SRP holding schools is supportive of the direction set out in Securing Kent's Future¹⁰ which includes prioritising objective 4 within Framing Kent's Future, New Models of Care and Support (see point 6.3). The contract and SLA will enable the Local Authority to ensure that the Best Value duty is applied and to secure value for money. The review of the existing SRP contract and SLA supports objective 2 (Delivering savings from identified opportunity areas to set a sustainably 2024/25 budget and MTFP) of Securing Kent's Future which includes contract reviews. The previous contract and SLA were reviewed to ensure that going forwards, the arrangements fully provide best value to Kent resident children and young people through strengthened monitoring and governance arrangements.

7. Governance

- 7.1 It is proposed the authority to enter into the contracts and SLAs is delegated to the Director for Education and SEND. When a new SRP is established, following completion of the statutory process and Key Decision, the Director for Education and SEND will enter into a new contract or SLA from the date of establishment to August 2026.
- 7.2 The performance of SRPs, under the updated contract and SLA, will be monitored via bi-annual data returns from SRP holding schools and monitoring visits. This data is to be collated over the academic year and will be reviewed on an annual basis by the Education and SEND Senior Management Team.

8. Alternatives considered

- 8.1 The alternative to putting a new contract/SLA in place is to proceed without one. Legally, existing SRPs are part of the mainstream schools that host them, and their funding is covered by the LA's approved funding arrangements. These provisions can continue. New provisions can be created, via the process set out above. However, this option has been rejected. The purpose and value of the contract/SLA is to set out clear expectations, and secure robust monitoring and accountability mechanisms. These are important aspects of the LA's work, and essential in our SEND improvement journey.

9. Conclusions

- 9.1 Entering into the proposed revised contracts and SLAs will enable improved and strengthened monitoring and governance arrangements to be put into place with these schools. This will enable KCC to monitor the impact of SRPs to ensure good outcomes for children and young people with SEND and to inform future strategic developments regarding this type of provision.

10. Recommendation(s):

¹⁰ [Securing Kents Future - Cabinet report.pdf](#)

The Cabinet Committee is asked to consider and endorse or make recommendations to the Cabinet Member for Education and Skills on the proposed decision to:

- a) Agree to enter into and seal contracts and service level agreements (SLA) with mainstream primary and secondary schools to provide Specialist Resource Provisions (SRPs) for the period to 31st August 2026;
- b) Authorise the Director for Education and Special Educational Needs to enter into and seal these contracts and SLAs on behalf of Kent County Council
- c) Authorise the Director for Education and Special Educational Needs to be the nominated Local Authority Representative within the relevant agreements and to enter into variations as envisaged under any of these contracts and SLAs.

11. Background Documents

11.1 Appendix A: Full List of Established Kent SRPs (as of 07.12.2023)

11.2 Appendix B: SEND Transformation Programme Equality Impact Assessment

12. Contact details

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School	Primary/Secondary	Designation	Total Commissioned Places 23/24	Academy/LA Maintained	Area	District
Abbey School, The	Secondary	ASC	44	Academy	East	Swale
Archbishop's School, The	Secondary	VI	3	LA Maintained	East	Canterbury
Archbishop's School, The	Secondary	SpLD	4	LA Maintained	East	Canterbury
Ashford Oaks Community Primary School	Primary	ASC	8	LA Maintained	South	Ashford
Bishops Down Primary School	Primary	PD	7	LA Maintained	West	Tonbridge Wells
Bromstone Primary School	Primary	SLCN	20	Academy	East	Thanet
Cage Green Primary School	Primary	ASC	22	Academy	West	Tonbridge & Malling
Canterbury Academy, The	Secondary	SLCN	20	Academy	East	Canterbury
Canterbury Academy, The	Secondary	ASC	20	Academy	East	Canterbury
Canterbury Academy, The	Secondary	HI	4	Academy	East	Canterbury
Canterbury Primary School, The	Primary	ASC	17	Academy	East	Canterbury
Castle Hill Community Primary School	Primary	HI	14	LA Maintained	South	Folkestone & Hythe
Charles Dickens School, The	Secondary	VI	5	Academy	East	Thanet
Cherry Orchard Primary Academy	Primary	SLCN	14	Academy	North	Dartford
Chilmington Green Primary School	Primary	ASC	8	Academy	South	Ashford
Copperfield Academy	Primary	ASC	8	Academy	North	Gravesham
Dover Christ Church Academy	Secondary	PSCN	38	Academy	South	Dover
Ebbsfleet Green Primary School	Primary	ASC	8	Academy	North	Dartford
Finberry Primary School	Primary	ASC	9	Academy	South	Ashford
Fleetdown Primary Academy	Primary	HI	13	Academy	North	Dartford
Garlinge Primary School & Nursery	Primary	PD	6	Academy	East	Thanet
Garlinge Primary School & Nursery	Primary	ASC	8	Academy	East	Thanet
Goodwin Academy	Secondary	SLCN	14	Academy	South	Dover
Holmesdale School, The	Secondary	ASC	8	Academy	West	Tonbridge & Malling
Holy Trinity & St John's CEP School, Margate	Primary	ASC	16	LA Maintained	East	Thanet
Hugh Christie School	Secondary	ASC	22	LA Maintained	West	Tonbridge & Malling
Hythe Bay C of E Primary School	Primary	SLCN	22	LA Maintained	South	Folkestone & Hythe
John Wesley Primary School	Primary	SLCN	10	LA Maintained	South	Ashford
Joy Lane Primary School	Primary	ASC	30	LA Maintained	East	Canterbury
Judd School, The	Secondary	ASC	22	LA Maintained	West	Tonbridge & Malling
King's Farm Primary School	Primary	ASC	12	LA Maintained	North	Gravesham
Langafel CEP School	Primary	ASC	30	LA Maintained	North	Dartford
Langley Park Primary Academy	Primary	ASC	15	Academy	West	Maidstone
Leigh Academy, The	Secondary	HI	4	Academy	North	Dartford
Leigh Academy, The	Secondary	SLCN	14	Academy	North	Dartford
Longfield Academy	Secondary	ASC	40	Academy	North	Dartford
Malling School, The	Secondary	ASC	120	LA Maintained	West	Tonbridge & Malling
Malling School, The	Secondary	SLCN	0**	LA Maintained	West	Tonbridge & Malling
Marsh Academy, The	Secondary	ASC	20	Academy	South	Folkestone & Hythe
Martello Primary	Primary	ASC	15	Academy	South	Folkestone & Hythe

Meopham School	Secondary	ASC	15	Academy	North	Gravesham
Minterne Junior School	Primary	SLCN	24	Academy	East	Swale
Molehill Primary Academy	Primary	HI	4	Academy	West	Maidstone
Molehill Primary Academy	Primary	SLCN	6	Academy	West	Maidstone
Morehall Primary	Primary	VI	4	Academy	South	Folkestone & Hythe
North School, The	Secondary	ASC	25	Academy	South	Ashford
Oakfield Primary Academy	Primary	ASC	15	Academy	North	Dartford
Oaks Infant School, The	Primary	SLCN	12	Academy	East	Swale
Orchards Academy	Secondary	ASC	10	Academy	North	Sevenoaks
Reculver CEP School	Primary	C&L; VI	15	Academy	East	Canterbury
River Primary School	Primary	SLCN	12	LA Maintained	South	Dover
Simon Langton Grammar School for Boys	Secondary	ASC	35	LA Maintained	East	Canterbury
Sittingbourne School, The	Secondary	SLCN	60	Academy	East	Swale
Sittingbourne School, The	Secondary	HI	10	Academy	East	Swale
Slade Primary School	Primary	HI	9	LA Maintained	West	Tonbridge & Malling
St Anselm's Catholic School, Canterbury	Secondary	PD	12	Academy	East	Canterbury
St Anselm's Catholic School, Canterbury	Secondary	ASC	12	Academy	East	Canterbury
St Augustine Academy	Secondary	ASC	14	Academy	West	Maidstone
St Gregory's Catholic School	Secondary	HI	9	Academy	West	Tunbridge Wells
St Nicholas CE Primary Academy	Primary	ASC	14	Academy	South	Folkestone & Hythe
Temple Hill Primary Academy	Primary	SLCN	12	Academy	North	Dartford
Thamesview School	Secondary	PD	9	LA Maintained	North	Gravesham
Thistle Hill Academy	Primary	ASC	8	Academy	East	Swale
Tymberwood Academy	Primary	PD	8	Academy	North	Gravesham
Valley Invicta Primary School at East Borough	Primary	ASC	15	Academy	West	Maidstone
Valley Invicta Primary School at Holborough Lakes	Primary	ASC	15	Academy	West	Tonbridge & Malling
Valley Invicta Primary School at Kings Hill	Primary	ASC	16	Academy	West	Tonbridge & Malling
Valley Invicta Primary School at Leybourne Chase	Primary	ASC	15	Academy	West	Tonbridge & Malling
West Malling CEP School	Primary	SLCN	20	Academy	West	Tonbridge & Malling
West Minster Primary School	Primary	SLCN	19	LA Maintained	East	Swale
Westlands School	Secondary	PD	15	Academy	East	Swale
Westlands School	Secondary	SpLD	38	Academy	East	Swale
Whitfield Aspen School	Primary	PSCN	165	LA Maintained	South	Dover
Wilmington Academy	Secondary	ASC	24	Academy	North	Dartford
Wincheap Foundation Primary School	Primary	SLCN	20	LA Maintained	East	Canterbury

EQIA Submission Draft Working Template

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

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

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

Section A

1. Name of Activity (EQIA Title):

Special Educational Needs and Disability (SEND) Transformation Programme

2. Directorate

Children, Young People & Education (CYPE)

3. Responsible Service/Division

Corporate Directors Office (CDO)

Accountability and Responsibility

4. Officer completing EQIA

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

Sian Dellaway

5. Head of Service

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

Christine McInnes

6. Director of Service

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

Sarah Hammond

The type of Activity you are undertaking

7. What type of activity are you undertaking?

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

Yes

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

No

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

Yes

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

No

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

No

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

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

The SEND service in Kent is currently facing and will continue to face an unprecedented growth rate in the demand for EHC Plans. There are currently 19,582* children and young people with an EHC Plan in Kent, the current forecast predicts that this will rise to 26,077 by 2026. This growth in demand is impacting on the ability of the service to meet statutory duties and timescales. While the increase in demand for SEND services is reflected nationally, Kent is an outlier compared to national averages:

- A pupil in Kent is 20% more likely, on average, to have an EHC Plan than in the rest of England.
- A child or young person with SEND in Kent is more likely to attend a special school than elsewhere in England, including other areas that are statistically similar.
- A pupil in Kent is more than twice as likely to be in an independent school than a pupil elsewhere in England.

As a result of these pressures there is a significant level of dissatisfaction of Kent's SEND services amongst parents and carers. Over the last three years complaints data has shown that SEND services receive a higher proportion and volume of complaints compared to the rest of the CYPE directorate and that these have consistently increased:

- In 2019/2020 the total number of SEND complaints was 265
- In 2020/2021 the total number of SEND complaints was 251
- In 2021/2022 the total number of SEND complaints was 423
- In 2022/2023 the total number of SEND complaints was 503

It is important to note that while the number of complaints in relation to SEND services has increased, the proportion of complaints is relatively low:

- In 2020/2021 there were approximately 16,000 open cases within the SEND service of which complaints were made in relation to 1% of these cases
- In 2021/2022 there were approximately 18,000 open cases within the SEND service of which complaints were made in relation to 2% of these cases

Within the last three years there have been two inspections of the Special Educational Needs and Disabilities (SEND) services in Kent carried out by Ofsted and the Care Quality Commission (CQC). The first of the two inspections took place in 2019 and identified several areas of significant weakness which was published in the form of a letter on Ofsted's website in March 2019. The letter identified nine areas of significant weaknesses and a Written Statement of Action (WSOA) was put into place to address these. The second inspection took place in September 2022 and was carried out by Ofsted and CQC to assess whether the local area had made progress in addressing the significant weaknesses identified in the 2019 letter. The revisit concluded that no sufficient progress had been made towards any of the identified significant weaknesses and highlighted that parent and carer confidence was at an all-time low.

In addition to the high demand and growth rate of EHCPs, there has also been a significant increase in spend on the High Needs Funding (HNF) block over the last five years which has resulted in a cumulative deficit. In Kent the cumulative deficit on the HNF block is forecasted to reach 660 million by the financial year 2027/2028, if left unmitigated. The Department for Education (DfE) has announced its Safety Valve Programme which is for those authorities with the highest dedicated school fund deficits, Kent is one of these authorities. The Safety Valve Programme, whilst not compulsory, involves the DfE providing funding to partly extinguish the cumulative debt arising from existing and forecast overspends on HNF. The programme requires councils to review their local high needs systems so that it is on more sustainable footing and better placed to respond to pupil needs which requires ensuring that in-year spend is in line with in year grant funding within a five year period.

Kent was invited to take part in this programme and were formally accepted onto the programme by the DfE in March 2023 when [Kent's Safety Valve Agreement](#) was published. Within this agreement Kent has agreed to:

- Implement a countywide approach to 'Inclusive Education' to build capacity in mainstream schools to support children and young people with SEND, thus increasing the proportion of children and young people in mainstream education and reducing dependence on specialist provision.
- Introduce a robust SEN offer for early years following a review which explores alternatives to special school admission before Key Stage 2, SEN service Redesign and the implementation of Countywide Approaches to Inclusive Education (CATIE) to support a consistent mainstream offer which includes leadership development programmes, peer review and core training offer.
- Review the system of EHC Plan assessments and annual reviews to ensure robustness, transparency and consistency, through the use of consistent criteria and practice frameworks.
- Implement models of reintegration of children and young people from special/independent schools to mainstream where needs have been met.
- Develop a robust Post-16 offer across the county with clear pathways to independence for children and young people with SEN, through increased Post-16 opportunities for preparing for adulthood.
- Develop the Transition Charter to increase parental confidence in Kent's provision. This involves working with schools to enable them to articulate the provision pathways for parents clearly and provide support to both parents and children and young people at key transition points.
- Ensure there is a sufficient and consistent capacity across the county to support children and young people with severe and complex needs in their local area where possible. This includes the recruitment of temporary posts to support sufficiency planning, reviewing the use of Specialist Resource Provision (SRP) and the specialist continuum to ensure only the most severe and complex needs are supported in special schools.
- Develop a school/area-led approach to commissioning of SEN support services (Locality Based Resources) to better respond to the needs of children and young people with SEND.
- Continue working closely with NHS Kent and Medway to ensure a common understanding of SEND needs, including the drivers behind increases in need, ensuring clarity of clinical assessment and subsequent funding associated.

The SEND Transformation Programme was established in 2022 with the overarching aim to make rapid and significant improvements to SEND Services and to address the increasing and unsustainable HNF deficit. The SEND Transformation Programme will achieve this by bringing together a number of existing projects, and establishing new projects, that will contribute to the aims set out in the Safety Valve Programme Agreement over a five-year period, these are listed above and in [Kent's Agreement with the DfE](#). The SEND Transformation Programme has identified the following overarching aims that will drive the required improvements to the SEND service and to achieve the savings required under the Safety Valve Programme:

- To align the number of EHC Plans issued to children and young people in Kent with national averages.
- To improve the experience for children, young people and their parents/carers.
- To ensure annual reviews are carried out within 12 months.
- To ensure all children and young people with EHC Plans in Kent are placed in the most suitable local setting to meet their needs by increasing inclusion across mainstream settings and ensuring children and young people with the most with the most complex needs being able to access appropriate specialist provision.

Following completion of the review and analysis of the data it has been determined that there is no potential for discrimination and all appropriate measures have been taken to advance equality and foster good relations between the protected groups.

*Extracted from SEND Synergy Performance Report extracted on 27.10.2023.

Section B – Evidence

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

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

Yes

10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No
Yes
11. Is there national evidence/data that you can use? Answer: Yes/No
Yes <ul style="list-style-type: none"> • Academic Year 21/22 Special Educational Needs in England • Academic Year 22/23 Special Educational Needs in England
12. Have you consulted with Stakeholders? Answer: Yes/No <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i>
Yes
13. Who have you involved, consulted and engaged with? <i>Please give details in the box provided. This may be details of those you have already involved, consulted and engaged with or who you intend to do so with in the future. If the answer to question 12 is 'No', please explain why.</i>
<p>A Communication Strategy in relation to SEND has been approved and is to be adopted by the local area. The strategy outlines who we will engage with and how, stakeholders include KCC staff, education settings (early years providers, mainstream schools and special schools), mainstream and specialist further education providers, parents, carers, children, young people and health.</p> <p>The Communication Strategy will be delivered through a number of underlying communication and engagement plans, however, while these are still being developed and put into place a range of engagement activities have already taken place with key stakeholders across the programme. These are outlined below and include activities that have taken place to date and how the programme envisages engagement over the course of the programme longer term.</p> <p>Staff</p> <p>A significant amount of engagement has been carried out with staff ahead of the SEND Transformation Programme being developed, this was specifically in relation to the development of the new operating model for SEND services and the future staffing structure. Prior to the formal consultation there were staff focus groups held to hear from staff directly so their views, experiences and ideas could inform the initial proposals that were developed, these were held in March 2022.</p> <p>The formal staff consultation was held with all staff across the SEND service from Thursday 26th May 2022 through to Friday, 1st July 2022. The purpose of the consultation was to share the initial proposal for the new Operating Model, the future structure of the service, the roles required to deliver the new operating model and the rationale for the proposed changes. During the consultation period engagement events were held in each area of the county where senior managers presented the proposals to staff and invited them to have an open discussion and feedback on the proposal, this feedback was considered and used to inform what the final version of the new operating model would look like. Alongside these events staff were also able to share their feedback and views on the proposals and were also able to share their own alternative proposals for consideration. Following the closure of the formal consultation the final version of the new operating model was shared with all SEND staff on Monday, 18th July 2022.</p> <p>Since the initial formal staff consultation new and centralised means of communicating and engaging with SEND staff have been put into place this has included setting up a dedicated SEND Service MS Teams site which all staff have been added to and regular service updates are shared here. This platform has largely been used to shared information about changes that are to come into place through the activity of the Transformation Programme and operational service updates. Alongside the MS Teams site, senior managers within the SEND service are holding regular briefings for all</p>

SEND staff to keep them updated on current activities and what this will mean for them. A monthly bulletin has been established for SEND staff which aims to share key updates and important news.

Across the programme there will also be opportunities for SEND staff to become actively involved in projects, this type of activity will be planned at individual project level and will include, as examples, representation at project working/reference groups, workshops and focus groups. This will ensure that staff will be able share their voice, knowledge and experience in shaping projects across the programme and having their voices heard and views taken into account about changes that will directly impact upon them. A specific staff group the programme will be targeting is staff with lived experience of SEND, this will enable the programme to capture and ensure that the voice of parents and carers are incorporated alongside the operational views and experiences of staff without lived experience.

The programme will also be looking to keep all staff across the Children, Young People and Education (CYPE) Directorate updated through the weekly CYPE staff bulletin, the CYPE Connection, which shares important news and updates for all CYPE staff. The programme will also look to include staff from across the CYPE directorate in project working/reference groups where appropriate, especially where more integrated working is integral to achieving the best outcomes.

Mainstream Schools & Headteachers (including SENCo's)

The SEND Transformation Programme and the projects that are within this will look to make use of the existing well-established communication channels with mainstream schools and headteachers. This includes the Kelsi Bulletin, a weekly update to all Kent schools from the Director for Education and SEND which summarises key information that is relevant to schools, this has included updates in relation to SEND and the changes that need to be made. Regular Headteacher briefings are held on a termly basis and the projects within the programme can use these events to share project specific detail and engage with Headteachers as and when appropriate. It will be important to make use of these existing channels now and in the future as schools are a key stakeholder within the programme. The programme recognises that these stakeholders will have limited time and capacity and we need to be mindful of how and when the programme and the projects within it communicate and engage with this group to ensure it is streamlined, purposeful and avoids overburdening and stretching this group with many additional requests and meetings.

The projects within the programme recognise that there are specific activities that will require direct input and engagement with mainstream headteachers and schools, especially to ensure the outcomes are shared and there is buy in to ensure successful delivery. This will be achieved by projects setting up their own individual working/reference groups that will include representation from Headteachers and other key staff within schools, in these instances membership will be carefully sought to achieve maximum representation. There are several projects within the programme that have established groups with Headteacher representation that are currently underway and in place to inform and develop projects.

The key driver for Safety Valve and the wider SEND Transformation Programme is to generate cost-avoidance and to address the increasing and unsustainable HNF deficit. Schools and their engagement are crucial in achieving this and therefore the programme has been and will continue to engage with Kent's School Funding Forum and High Needs Funding Subgroup. These two groups each meet 4 times a year. The High Needs Funding Subgroup has been identified as a way to engage with schools at an individual project level to engage with schools so they are able to input into projects so their insight, views and experience can influence and inform proposals and future changes.

To engage specifically with SENCo's the programme recognises the need to utilise existing forums as much as possible, to date various project leads attended Kent's SENCO and Inclusion Leaders Conference. Promoting and strengthening inclusion within mainstream settings is another key component to the success of the Transformation Programme and this event provided the opportunity to reach a specific group and to engage them in the work that is currently underway across the programme. This group are key to engage with as they closely work with and support children and young people in mainstream settings with SEND to enable them to be included. Kent has established SENCO Forums which are attended by a range of KCC staff working on projects across the programme and will be in a position to not only update on projects that impact on the wider inclusion agenda but to also gather invaluable insights and feedback to help shape and steer projects so the outcomes of these have the best chance to be successful.

Going forwards across the programme where there are recommendations made that will result in significant changes that impact on schools there may be need to formally consult ahead of these coming into place. Where this is required, individual projects will ensure that correct procedures are followed to deliver the consultation and ensure that schools have maximum opportunity to respond to any future proposals so their views can be reflected in any changes that are required to deliver the savings required.

Special Schools & Special School Headteachers

Alongside the mainstream schools and headteachers we are also engaging and involving special schools and their headteachers across the programme, as like mainstream their buy in and engagement to the programme is key to achieving the savings required and to create a more equitable system for children and young people with SEND. The programme recognises the time pressures that are faced within the education sector and has been engaging with this group via existing established forums such as the Kent Special Educational Needs Trust (KSENT) Strategic Forum which is held on a termly basis. In addition to KSENT Meetings from September 2022 Kent, as the Local Authority, has established regular meetings with all of Kents state-funded special school headteachers.

Representatives from Kent's special schools also attend the School Funding Forum and the High Needs Funding Subgroup alongside mainstream schools and headteachers, each group takes place four times a year. Therefore, as outlined earlier we will use these existing forums to have focussed discussions in relation to finance and the action needed to address the increasing and unsustainable HNF deficit.

There are several projects, and likely to be future projects, that come under the programme that will require specific input from special school staff and/or headteachers. In these instances, individual projects will consider if it is appropriate to establish additional groups such as working, reference or task and finish groups that include representation from this group to ensure the outcomes are shared and there is buy in to ensure successful delivery. Alongside the formal engagement there will also be informal engagement with special schools, this will include visits to individual special schools, specific engagement events and focus groups.

Going forwards across the programme where there are recommendations made that will result in significant changes that impact on special schools there may be need to formally consult ahead of these coming into place. Where this is required, individual projects will ensure that correct procedures are followed to deliver the consultation and ensure that schools have maximum opportunity to respond to any future proposals so their views can be reflected in the formation of any final changes that are required to deliver the savings required.

Mainstream Further Education Colleges

Similarly, to mainstream schools and special schools the Transformation Programme has been engaging and including mainstream FE colleges largely through ensuring they are represented and a part of relevant individual project working/reference groups, examples within the programme include the Recommendation Improvement Groups (RIGs) established under Pathways for All. A Further Education College Conference was also held on Tuesday, 10th January 2023 to engage and include FE Colleges in the work of the programme. The conference shared the vision for the future in relation to SEND and what the challenges may be between the local authority and FE colleges. Following this discussion a solution focussed approach was taken and there was further exploration as to how work could be taken forward with more conferences planned for the future.

There has also been informal engagement with mainstream FE colleges and providers in various forms which has and continues to include visits and meetings to find out more about the current landscape and the challenges that are faced by this sector to identify opportunities and alignment to the programme. Currently and moving forwards the Director for Education and SEND is attending the FE High Needs Strategic Workstream.

It is anticipated that where individual projects identify a need in the future for engagement with FE colleges/providers they will consider and likely seek to engage them within working/reference groups as appropriate.

Parents & Carers

Engaging and including parents and carers in the Transformation programme is of high importance, while the

programme is aiming to address the growing financial deficit it is also seeking to ensure that the changes made improve the experience of parents and carers, especially as Ofsted found, during their September 2022 inspection, that 'Parental confidence in the local area's ability to meet their children's needs is at an all-time low'.

To ensure that the voices of Kent's parents and carers are reflected in the programme, and the projects within it, Kent's recognised parent-carer forum (Kent PACT) will be one of the ways in which the voice of parents and carers will be captured. This will and has included Kent PACT collecting views of their members, an example of this is the survey that Kent PACT developed and shared with their members to find out about the expectations parents and carers would have of the SEND Enquiries Hub to help inform its development.

Within the programme a review has been carried out of the Collaboration Agreement for Kent's recognised parent-carer forum to ensure that it is fit for purpose and will enable the programme to capture the voices of parents and carers, as part of this an engagement framework is being developed. The engagement framework will act as a practical guide about how and when to engage with parents and carers this will include the recognised parent-carer forum, staff with lived experience and wider groups/forums for parents and carers of children and young people with SEND. As part of the framework a new aspect is identifying and working with staff with lived experience, to date engaging with staff with lived experience has contributed towards a number of commissioning projects including sharing the draft SEND handbook with them for feedback and when amending letters for parents and carers to ensure that the tone and language used is appropriate.

Children & Young People

The programme has established a link with the i-Thrive participation team who work closely with young people to capture their voices and experiences. This team engages with all young people, including those with SEND, to date work has been undertaken by this team to capture the experiences of neurodivergent and autistic young people by collecting voice recordings from young people about their experiences within schools, what support they have received and what else could have helped or added to this support. Workers within this team have started to go out to mainstream schools and working with young people who access a specialist resource provision (SRP) or other types of safe spaces. The focus of these visits have been on bullying and what more can be done to help and support pupils with SEND as this was fed back as a key issue.

The team have also established a Young Autistic Experts Panel, which meets on a virtual and ad hoc basis, giving young people the opportunity to join sessions they are particularly interested in. The i-Thrive Participation Team have identified this being a particular forum that could be used by the programme to engage with neurodivergent and autistic young people in the form of focus groups as an example. The team are also part of the Youth Voice and Engagement Network which brings professionals who engage with and capture the voices of children and young people across various sectors (e.g. voluntary, district councils) so they can share what they are hearing from young people and means voices are being heard and shared on a more broader scale. There is an SEND specific item on the agenda at this quarterly meeting which focuses on different themes each time to ensure the voices from children and young people are being heard at this scale.

The Youth Participation Coordinator for i-Thrive is a member of one of the programmes operational groups which means there is a direct feedback loop into the programme to enable the programme to have an understanding of what is important to children and young people, their experiences and ideas. All of the projects in the programme are able to work with i-Thrive to gather views and engage with children and young people with SEND.

Health

The programme has and will communicate and engage with health colleagues formally via the Integrated Care Board (ICB). Projects within the programme will, and have to date, included health colleagues within project specific working/reference groups as well as focus groups to ensure views are collected and feed into change activities. There has also been active engagement and joint working in relation to therapies which has involved, and will continue to involve, close direct work between local authority and health commissioners.

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

No
15. Do you have evidence/data that can help you understand the potential impact of your activity? <i>Answer: Yes/No</i>
Yes
Uploading Evidence/Data/related information into the App <i>Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.</i>
<ul style="list-style-type: none"> • SEN Synergy Performance Report • SEN Synergy EQIA PowerBI Report
Section C – Impact
16. Who may be impacted by the activity? Select all that apply.
Service users/clients - <i>Answer: Yes/No</i>
Yes
Residents/Communities/Citizens - <i>Answer: Yes/No</i>
Yes
Staff/Volunteers - <i>Answer: Yes/No</i>
Yes
17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No
Yes
18. Please give details of Positive Impacts
<p>Age: The SEND Transformation Programme will span all age groups within the 0 – 25 range. Over a 12-month period (June 2022 – May 2023) the largest proportion of EHC Plans were issued to children aged 4 in Kent (on average representing 16.36% of new EHC Plans issued). Due to the longevity of the programme younger children who are issued with EHC Plans are likely to experience a more improved and consistent service as time goes on as more of the improvements made by the projects within the programme become embedded.</p> <p>While EHC Plans are issued at a young age in Kent, when taking account for all EHC Plan holders data demonstrates that the most EHC Plans are held (overall) by children and young people who are aged 12. This is a significant age as children and young people will have gone through a key transition from the primary to secondary phase of their education. In terms of attainment, it is crucial that children and young people receive the right support that will support them to thrive, especially at this key transition point. National data demonstrates that while the attainment gap between children with SEN and without SEN in Kent is broadly in line with national data, the attainment gap between children with an EHC Plan and those without SEN is slightly worse in Kent compared to national averages. However, the gap between children receiving SEN support and those without SEN is better in Kent when compared to national averages. Therefore, for children at this age, and indeed any age, if plans are reviewed and a greater proportion of children can access SEN Support as opposed to an EHC Plan, where appropriate, their outcomes and attainment are likely to improve longer term.</p> <p>While the majority of EHC Plans are held by children who are aged 12, there may be some important benefits for older EHC Plan holders especially at post-16. There are two key transitions at post-16 for EHC Plan holders these are the transition from year 11 (secondary school) to year 12 and from year 13 to 14 where a young person continues in education beyond the age of 18. Currently, from age 17 through to 25 the majority of young people who hold an EHC Plan are educated in Further Education Colleges (44.74%) followed by specialist post-16 institutions (16.57%) and maintained special schools (10.53%). While the majority of post-16 EHC Plan holders are educated in Further Education colleges this is then followed by specialist placements.</p> <p>A review of post-16 specialist placements was carried out and the findings demonstrated that for a significant</p>

proportion of young people in specialist post-16 placements these may not be the right placement for the level of support they need¹. The review found that 58% of young people were not in the right provision for their year 12 transition and that they should have either have been in a mainstream placement or no longer have an EHC Plan, this increased to 65% at the year 14 transition.

The programme will benefit the older cohort of young people with an EHC Plan (ages 17-25) as it will be focussed on improving the decision making in relation to placements so young people will be in the most suitable placement to meet their needs by increasing, where appropriate, the proportions who are in a mainstream post-16 placement (FE Colleges).

The programme will benefit young people who hold EHC Plans by making mainstream post-16 provision/placements, where appropriate, more accessible via more robust pathways so that all young people with an EHC Plan are educated in the most appropriate placement for their needs and to provide them with maximum opportunities to achieve the best outcomes.

Disability:

The scope of the SEND Transformation Programme covers the full breadth of the SEND service, the cohort of children and young people who are known to this service will all have a special education need and/or disability and will benefit from the programme and the improvements to the experience. In Kent the most prevalent need types are²:

- Autism Spectrum Disorder (ASD) primary need for 8.2K children and young people
- Social Emotional Mental Health (SEMH) primary need for 3.9K children and young people
- Speech Language and Communication Needs (SLCN) primary need for 3.3K children and young people.

The waiting times for diagnosis in relation to these needs is large:

- ASD: The waiting time for an autism spectrum disorder assessment is now between 36 to 42 months³
- SLCN: A national report from NHS Confederation in 2022⁴ reported that within the community children and young people's services one of the most significant waits is for speech and language therapy. Nationally the wait list for NHS speech and language therapy for children and young people was 65,600 and is also where there has been the biggest increase in wait lists.

These are extensive waiting times which children, young people and their families find frustrating and find it difficult to access support while a diagnosis is being made. While the programme is unlikely to change this as it is a national issue. The programme will bring some additional benefits to children and young people with these needs as there are several projects across the programme that seek to increase the understanding and awareness of these needs and to make support that is available without a diagnosis more accessible and visible to children, young people and their families.

One example, in relation to Autism, is the development of the Autism Education Trust Training and Strategy for Kent which is now being delivered. The training and strategy are expected to promote greater inclusion in early years, mainstream and post-16 settings and to raise the awareness and understanding of autism across a range of stakeholders. The strategy is now in place and the training for professionals is now being rolled out and autistic children and young people should overtime, as this become embedded, experience an increase in being included within education settings in a way that makes them feel welcome, supported and that their needs are understood by the adults around them at school.

There is also a number of projects which are focussing on improving the offer of support for children and young people

¹ Newton Europe, Post-16 Case Review Summer 2022

² Data extracted from SEN Synergy EQIA Report on 21.07.2023

³ [Assessment and diagnosis of autism spectrum disorder | Kent Community Health NHS Foundation Trust \(kentcht.nhs.uk\)](https://www.kentcht.nhs.uk)

⁴ [Hidden waits: the lasting impact of the pandemic on children's services in the community | NHS Confederation](https://www.nhs.uk)

with SLCN and their families through the adoption of the Balanced System® across a range of partners including schools and health so there is a consistency in approach. The Balanced System® aims to introduce and establish a seamless universal, targeted and specialist offer for speech, language and communication. The introduction of a universal offer will mean that families can access support regardless of whether the children or young person has a confirmed diagnosis and, in some instances, will ensure that support and intervention are able to take place at an earlier stage as there will be less barriers to accessing the universal offer in the first instance. The types of support available at the universal tier include 'Talking Walk Ins' (drop-in sessions for parents/carers of preschool children for SLCN support). There is a key role for schools in the introduction and embedding of the Balanced System® as they will be invited to enter an accreditation scheme which will enable them to adopt a whole school system of SLCN provision to enable children and young people's needs to be met with and without an EHC Plan based on higher level SLCN outcomes. This will also give greater confidence to parents and carers of the quality and availability of SLCN support in a school or setting.

SEMH, unlike ASD and SLCN, is not a formal diagnosis and as such pupils who are identified as SEMH will have a wide range of needs which overlap with both ASD and SLCN, which have long waiting lists/times. Therefore, SEMH pupils will also benefit to a certain extent from the programme due to the introduction of training and strategies for ASD and SLCN which are outlined above. In Kent the majority of SEMH pupils attend a mainstream academy, however when you look across ages the number of pupils with SEMH as a primary need attending a special school (maintained and independent) significantly increases from age 11 to 12, secondary transition. At age 11, there are 133 pupils attending a mainstream academy/maintained school, 52 attend a mainstream special school, 28 attend an independent special school and six attend a non-maintained special school. At age 12, the number of pupils with SEMH as primary need attending a maintained special school (88) and independent special school (47) significantly increases while the numbers attending a mainstream academy/maintained school remains relatively stable (134) or a non-maintained special school (5). Other examples of initiatives which the programme is seeking to embed across mainstream primary and secondary schools includes the Whole School Nurture service. This service aims to develop inclusive policies and practices within schools with a focus on mental health and wellbeing. This may be of particular benefit for SEMH pupils and take up within secondary schools particularly may improve the pathways for SEMH pupils and support more pupils with these needs to be included in their local mainstream school communities.

Sex:

In Kent the majority of requests for EHC needs assessments were received for boys (64.67%), on average over a 12-month period, compared to girls (35.32%). Equally following assessment, the same pattern is apparent in terms of EHC Plans issued, of all plans issued over the same 12-month period, 66.7% were issued to boys and 33.32% were issued to girls. Furthermore, when reviewing the proportion of EHC Plans held by gender, the majority of EHC Plans are held by boys (72.05%) compared to girls (27.95%). This is in line with national data which shows that 72.8% of EHC Plans held nationally are by boys and 27.2% of EHC Plans are held by girls.

Arguably, as significantly more boys hold an EHC Plan, this will mean that male children and young people will be more likely to benefit from the programme and it's impact on inclusion, SEND service improvements, consistent decision making and processes.

Race:

Over the last 12 months the largest proportion of EHC Needs Assessment Requests are for children and young people who are white (81.42%), while the fewest requests are received for black children and young people (1.55%). Similar patterns in data can be seen regarding those who hold an EHC Plan, the majority of EHC plans are held by children and young people from a white ethnic background (72.98%) followed by mixed race (2.54%); black (2.14%), Asian (2.02%) and unknown/other (20.43%). The majority of plans being held by children and young people from a white background is in line with national proportions, nationally 72.38% EHC plans are held by children and young people from a white background, however, nationally the proportions of children and young people who hold EHC Plans from backgrounds

other than white are larger: Asian (9.96%); Black (6.9%); Mixed Race (6.76%)⁵.

There is a high proportion of EHC Plan holders in Kent whose racial background is unknown or listed as 'any other ethnic background' which may to an extent be part of the reasons that there are much smaller proportions of children and young people with EHC plans from other than white backgrounds. The SEND Transformation Programme is working towards improving processes with the SEND service that will contribute towards and ensure that decisions that are made, particularly in relation to EHC Plans, are made more consistently ensuring EHC Plans are only issued when required. Therefore, over time the consistent decision making the programme is working towards establishing and implementing may have a positive impact resulting in the proportions of children and young people from racial backgrounds, other than white, in Kent who hold an EHC Plan become more in line with those seen nationally with the gap between these proportions reducing.

Carers Responsibilities:

All projects that are part of the SEND Transformation Programme will contribute to different aims and objectives but have all been set up with the intention of improving the experiences of those who need to access support from the SEND service. A key focus of the programme to enable improvements to the overall experience is on communication. Following the September 2022 reinspection poor communication from the service was consistently reported by parents/carers: "parents repeatedly told inspectors about their experiences, particularly of poor communication. Examples were evidenced where parents and school staff had attempted to call SEN officers forty or fifty times with no response. The same lack of response was reported for email communication⁶".

The programme aims to change this and make vast improvements, especially for parents/carers of children with SEND, firstly through improving communication by implementing new initiatives like the SEND Enquiries Hub to ensure that when parents/carers need to contact the SEND service that a response is given. Furthermore, to ensure that the programme does reflect and account for needs of parents/carers that opportunities for engagement and co-production are built into projects at an early stage. Therefore, by making these changes under the programme parents/carers should have a better experience and be positively impacted by the programme when engaging and communicating with the SEND service going forwards.

Negative Impacts and Mitigating Actions

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

19. Negative Impacts and Mitigating actions for Age

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

Yes

b) Details of Negative Impacts for Age

Over the last 12 months the majority of requests for an EHC Needs Assessment are typically for children aged 3-4 years (24.94%) and aged 10 years (10.42%), following an assessment the age when the majority of children are first issued with an EHC Plan is 3 (13.89%), 4 (11.05%) and 10 (10.42%). Projects within the programme may result in fewer EHC Plans being issued particularly to children and young people whose needs can be met in a mainstream setting by accessing SEN support, this may impact children at these ages disproportionately as these are the ages when the majority are initially requested and subsequently issued.

At the key transition point from primary to secondary education (age 12) there is currently an increase in the number of children with EHC Plans who go onto to specialist placements, and a decrease in those accessing a mainstream placement compared to children who are aged 11. In terms of mainstream settings (LA maintained schools and

⁵ [Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK](https://www.gov.uk/explore-education-statistics)
([explore-education-statistics.service.gov.uk](https://www.gov.uk/explore-education-statistics))

⁶ [50198218 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/50198218)

academies) there are 266 fewer children with EHC Plans accessing this type of provision. On the other hand, the number accessing a specialist placement at age 12 compared to aged 11 increases:

- Increase of 171 children at age 12 accessing a maintained special school than those aged 11.
- Increase of 70 children at age 12 are accessing an independent school that those aged 11.
- Decrease of 232 children at ages 12 accessing a mainstream placement than those aged 11.

The programme aims to decrease the number of children and young people who are placed in inappropriate independent placements, therefore, at this age children may be disproportionately impacted by the programme as this will be a key transitional phase where the SEND service will, via the phase transfer process, look to ensure more children who can be appropriately supported in a mainstream setting are placed in this type of setting. This should mean that in time more children at this age will be placed in a mainstream setting, creating capacity in state funded special schools for children with the most complex needs and reducing the current reliance, that there is in Kent, on independent placements.

While reviews have demonstrated that a significant proportion of young people at post-16 who are in specialist placements could have had their needs better met in a mainstream setting or without an EHC Plan. In the future the programme aims to see an increase in the number of young people accessing their post-16 education via a mainstream FE college, however, this means that at age 17 young people may experience significant changes and greater adaptation to a new setting than at other ages if they have received the majority of their education in specialist settings. Data currently shows that at this age a higher number of young people are placed in a specialist post-16 institution and the numbers gradually decline after this age.

c) Mitigating Actions for Age

- 1) To ensure that all decisions that are made in relation to the EHC Needs Assessment, subsequent issuing of an EHC Plan and placements are made consistently in line with decision making protocols and the law.
- 2) To introduce a robust and well organised procedure for phase transfer, ensuring that all decisions made regarding placements are made consistently and lawfully.

d) Responsible Officer for Mitigating Actions - Age

Interim Assistant Director SEND Processes/Head of Fair Access

20. Negative Impacts and Mitigating actions for Disability

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

Yes

b) Details of Negative Impacts for Disability

The programme will only effect children and young people with SEND. Over time as a direct impact of the programme the number of children and young people who will have their needs met through an EHC Plan will decrease and the proportions who are accessing mainstream provision with SEN support will increase. In the first instance this may feel like a negative impact for children and young people with SEND and their parents/carers. However, over time by increasing inclusivity across mainstream settings and providing earlier intervention and support will mean that, even without an EHC Plan, children and young people with SEND will be able to thrive and be well supported in the most appropriate setting.

c) Mitigating Actions for Disability

- 1) To ensure that all decisions that are made in relation to the EHC Needs Assessment, subsequent issuing of an EHC Plan and placements are made consistently in line with decision making protocols and the law.
- 2) To ensure that all settings are utilising SEN support appropriately and at an early stage and that they know what is available and how to access.
- 3) To ensure that annual reviews are held within the statutory timescale of 12 month and that the appropriate

and legal decisions are taken as to whether amend, cease or maintain an EHC Plan (including where decisions are taken to change a placement)

- 4) To ensure that the County Approach to Inclusive Education (CATIE) strategy is successfully implemented and embedded to maximise inclusivity across the mainstream sector, ensuring that these settings are provided with the opportunities, tools and training to enable this.

d) Responsible Officer for Mitigating Actions - Disability

Education Officer, Mainstream Inclusion

21. Negative Impacts and Mitigating actions for Sex

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

Yes

b) Details of Negative Impacts for Sex

There is a consistent pattern across Kent that the proportion of requests for an EHC needs assessment are made for boys (64.67%) compared to girls (35.32%) since June 2022 through to May 2023. These proportions continue to be reflected in the proportions of girls and boys who are issued with an EHC Plan (66.70 % of boys and 33.32% of girls) and for the overall picture for all children and young people in Kent who have an EHC Plan, 72.05% are male and 27.95% are female (not just those who have received an EHC Plan from June 2022 – May 2023). These figures are in line with national data that shows that SEND is more prevalent in boys than girls, 72.4% of EHC Plan holders nationally are boys, and there is a greater proportion of boys who are also accessing SEN support (62.8%). Within Kent as there are a greater number of plans issued to boys compared to girls, while this is in line with national trends, there may be a bigger increase in the number of boys (compared to girls) who following the EHC Needs Assessment are not issued with an EHC Plan and directed to other appropriate forms of support (e.g. SEN Support).

c) Mitigating Actions for Sex

To ensure that all decisions that are made in relation to the EHC Needs Assessment, subsequent issuing of an EHC Plan and placements are made consistently in line with decision making protocols and the law.

d) Responsible Officer for Mitigating Actions - Sex

Interim Assistant Director for SEND Operations

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

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

No

b) Details of Negative Impacts for Gender identity/transgender

N/A

c) Mitigating actions for Gender identity/transgender

N/A

d) Responsible Officer for Mitigating Actions - Gender identity/transgender

N/A

23. Negative Impacts and Mitigating actions for Race

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

Yes

b) Details of Negative Impacts for Race

The majority of requests for an EHC Plan, and subsequently those that are issued, are predominantly for children and young people of a white ethnic background (81.42% of requests and 72.98% of active EHC Plans). This is reflective of national trends which show the majority of EHC Plans are held by children and young people from a white ethnic background (72.98%). Therefore, as this group accounts for the majority of requests and subsequent plans issued, this group may disproportionately (compared to other ethnic groups) begin to see a decline in the number of requests for assessment being agreed and subsequent plans issued.

c) Mitigating Actions for Race

To ensure that all decisions that are made in relation to the EHC Needs Assessment, subsequent issuing of an EHC Plan and placements are made consistently in line with decision making protocols and the law.

d) Responsible Officer for Mitigating Actions – Race

Interim Assistant Director for SEND Operations

24. Negative Impacts and Mitigating actions for Religion and belief

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

No

b) Details of Negative Impacts for Religion and belief

N/A

c) Mitigating Actions for Religion and belief

N/A

d) Responsible Officer for Mitigating Actions - Religion and belief

N/A

25. Negative Impacts and Mitigating actions for Sexual Orientation

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

No

b) Details of Negative Impacts for Sexual Orientation

N/A

c) Mitigating Actions for Sexual Orientation

N/A

d) Responsible Officer for Mitigating Actions - Sexual Orientation

N/A

26. Negative Impacts and Mitigating actions for Pregnancy and Maternity

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

No

b) Details of Negative Impacts for Pregnancy and Maternity

N/A

c) Mitigating Actions for Pregnancy and Maternity

N/A

d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity
N/A
27. Negative Impacts and Mitigating actions for marriage and civil partnerships
a) Are there negative impacts for Marriage and Civil Partnerships? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
No
b) Details of Negative Impacts for Marriage and Civil Partnerships
N/A
c) Mitigating Actions for Marriage and Civil Partnerships
N/A
d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships
N/A
28. Negative Impacts and Mitigating actions for Carer's responsibilities
a) Are there negative impacts for Carer's responsibilities? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c, and d).</i>
Yes
b) Details of Negative Impacts for Carer's Responsibilities
<p>The SEND Transformation Programme will lead to a significant number of changes to the operational as well as strategic delivery of the SEND Service. As with all change there can be a decline in service performance as changes come into effect which could mean that initially the experience of parents and carers who interact with the SEND service may be negative in the short term as change takes effect.</p> <p>Parents/carers may also feel that their children may not be getting adequate support and may not agree with the decisions the local authority makes in terms of the EHC Needs Assessment, any decisions taken to not issue an EHC Plan and regarding placements. Projects within the programme may result in fewer EHC Plans being issued particularly to children and young people whose needs can be met in a mainstream setting by accessing SEN support. This could result in an increase in challenge and appeals from parents and carers and subsequently tribunals, which has a negative impact on parents and carers as it takes time away from their families and increases stress and uncertainty when going through the EHC process.</p>
c) Mitigating Actions for Carer's responsibilities
<ol style="list-style-type: none"> 1) To ensure that all decisions that are made in relation to the EHC Needs Assessment, subsequent issuing of an EHC Plan and placements are made consistently in line with decision making protocols and the law. 2) The SEND Communication Strategy is to be implemented to ensure that our communication with parents and carers improves and is transparent so that parents and carers understand the decisions taken, the situation that Kent faces and are aware of alternative support (including how to access this). 3) To ensure, via the SEND Communication Strategy, that all professionals across the local area are communicating and giving consistent information to parents and carers so that their experience improves and is consistent. 4) To ensure that any changes brought in under the programme are implemented effectively and are closely monitored to ensure that are successfully embedded with any issues or challenges being identified early and rectified. This includes providing SEND staff with the correct training, support and tools to do their job well.

- 5) Ensure that there is ongoing engagement with parents and carers throughout the lifetime of the programme so their views and experiences can shape and inform changes that are made under the SEND Transformation Programme.
- 6) The SEND Enquiries Hub is to act as a first port of call for parent and carers to get answers to the questions they have in a timely way and will ensure that enquiries are resolved as soon as possible.

d) Responsible Officer for Mitigating Actions - Carer's Responsibilities

SEND Strategic Development Manager

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Rory Love,

Cabinet Member for Education and Skills

DECISION NO:

23/00128

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

Specialist Resource Provision Contracts & Service Level Agreements (SLAs)

Decision:

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

- a) Enter into and seal the contracts and service level agreements (SLA) that have been issued to mainstream primary and secondary schools to provide Specialist Resource Provisions (SRPs) for a period for three academic years from 1st September 2023 to 31st August 2026;
- b) Authorise the Director for Education and Special Educational Needs to enter into and seal these contracts and SLAs on behalf of Kent County Council, attached as appendices A and B; and
- c) Authorise the Director for Education and Special Educational Needs to be the nominated Local Authority Representative within the relevant agreements and to enter into variations as envisaged under any of these contracts and SLAs.

Reason(s) for decision:

1.1 Contracts a 1.2 Contracts and SLAs have been in place for all SRP holding schools in Kent for a significant number of years. The purpose of the contracts and SLAs is to ensure that pupils with SEN receive an excellent education in an inclusive environment and are able to access specialist facilities and/or expertise which enables them to make progress. The previous contracts and SLAs that were in place expired during the previous academic year.

1.3 A review of the standard SRP contract and SLA was carried out from January 2023 through to April 2023. The aim was to strengthen the governance arrangements and to ensure consistency between the two documents. The following was in scope of the review:

- The SRP service specification.
- The reporting, monitoring and governance process for SRPs. This refers to the processes for the schools/trusts under the new SLA/contract and internally within KCC in terms of performance monitoring.

2.1 SRPs are established in mainstream primary and secondary schools, these can be either Local Authority maintained schools or schools that are part of an academy trust. In Kent there are 74 SRPs which are provided across 65 schools, of which 41 are primary schools and 24 are secondary schools. SRPs in Kent have the following designations (it is important to note that a school can provide more than one SRP and thus have multiple designations):

- Autistic Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Cognition and Learning (C&L)
- Profound, Severe and Complex Needs (PSCN)
- Specific Learning Difficulties (SpLD)

2.2 2.2 When the need for a new SRP is identified the Council will consult with the relevant district(s). Once a school has been identified to provide a new SRP there is a statutory process that must be followed, this process varies slightly for LA maintained schools and schools that are part of an academy trust. LA Officers work with the identified schools or trust to establish the new SRP.

2.3 New SRPs have been, and will continue to be, established as per the statutory process and will be agreed in consultation with the Cabinet Committee. Following the conclusion of the statutory process, consultation and agreement from the Cabinet Committee the Director for Education and SEND, on behalf of the local authority, enters into either a contract (where the school is part of an academy trust) or an SLA (where the school is an LA maintained school) with the SRP holding school.

2.4 A review of SRPs was carried out from January 2023 to April 2023, this review was focussed on the previous contract and SLA. The review aimed to ensure consistency across both agreements and to strengthen the monitoring and governance arrangements. The review was carried out in partnership with a representative selection of Headteachers from schools who currently provide an SRP.

2.5 The proposed contracts and SLAs would have a contract period to 31 August 2026. These have been issued to all SRP holding schools pending the Authority's decision to enter in to these. The ongoing costs for SRPs under the contracts and SLAs are for the provision of places, there is an annual commissioning process whereby the number of places per SRP are agreed.

Financial Implications

3.1 The number of places that are commissioned in each SRP are agreed annually, therefore, the annual cost of SRP places is subject to variation. The total cost of commissioned places may also change each year due to new SRPs being established or where additional places in SRPs are spot purchased resulting in an overall increase in places.

3.2 SRP places are funded in accordance with the relevant guidance (for example High Needs Funding Arrangements 2024 - 2025) from the Department for Education (DfE) which are subject to change. Kent County Council produce annual School Budget Guidance each financial year which sets out how SRP places are funded by the Local Authority.

3.3 The total cost of an SRP place is broken down into three elements (1,2 & 3), these are defined in the current KCC School Budget Guidance 2023 – 2024 .:

- Element 1 (E1): This is also known as 'Core Education Funding' and is calculated within the mainstream funding formula. The school receives this funding as part of their standard mainstream school budget regardless of whether the pupil accesses an SRP place or not. Where a SRP place is vacant at the time of the annual school census, the Local Authority will provide the school with the

equivalent per pupil funding.

- Element 2 (E2): This is also known as 'Additional Support Funding' and is paid to the school for the number of agreed commissioned places for the academic year. This element is valued at £6,000 per place, as per DfE guidance.
- Element 3 (E3): This is the SRP need type top-up funding and is only paid for actual pupils who are on roll at the SRP. This funding will follow the pupil and is paid on a monthly basis.

3.4 The value of E3 varies annually and is consulted with the Schools Funding Forum and agreed through a key decision by the Cabinet Member for Education & Skills in December/January of the preceding year.

3.5 The total cost (inclusive of elements 1,2 & 3) of SRP places for the current academic year (23/24) is approximately £26.2m. The estimated value of the current number of commissioned SRP places over the 3-year contract period is £78.6m. The estimated value of the three-year contract/SLA is subject to variation due to the annual commissioning cycle, element 3 uplift and the establishment of any new SRPs (resulting in more places becoming available, or closure where SRPs are no longer required). The cost of SRPs is fully funded from the ring-fenced DfE grant known as the Dedicated Schools Grant: High Needs Block.

4. Legal implications

4.1 Initial drafts of the updated SRP contract and SLA were reviewed by external legal advisors who provided the advice required and finalised both documents.

5. Equalities implications

5.1 The Review of the SRPs was set up as a project under the Council's wider SEND Transformation Programme and forms part of the ongoing work under the Safety Valve. An EQIA has been completed for this programme which concluded that there is no potential for discrimination and all appropriate measures have been taken to advance equality and foster good relations between the protected groups.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 16 January 2024

Any alternatives considered and rejected:

The alternative to putting a new contract/SLA in place is to proceed without one. Legally, existing SRPs are part of the mainstream schools that host them, and their funding is covered by the LA's approved funding arrangements. These provisions can continue. New provisions can be created, via the process set out above. However, this option has been rejected. The purpose and value of the contract/SLA is to set out clear expectations, and secure robust monitoring and accountability mechanisms. These are important aspects of the LA's work, and essential in our SEND improvement journey.

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

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signed

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date

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From: Roger Gough – Leader of the Council

Sarah Hammond, Corporate Director for Children, Young People and Education

To: Children’s, Young People and Education Cabinet Committee
16 January 2023

Subject: Decision 23/00124- Commissioning of a 30 place specialist resourced provision for secondary aged pupils with autistic spectrum condition at Folkestone Academy

Classification: Unrestricted

Key Decision

Past Pathway of Paper: None

Future Pathway of Paper: Executive Decision

Electoral Division: Folkestone and Hythe divisions

Summary:

This report sets out the proposed decision to commission a 30 place specialist resourced provision (SRP) for secondary aged pupils with autistic spectrum condition at Folkestone Academy.

Recommendation(s):

The Children’s, Young People and Education Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Leader of the Council on their proposed decision to:

- (i). Release £200,000 of capital funding from the Children’s, Young People and Education Capital Budget to enable works to be completed to open the SRP;
- (ii). Authorise the Director of Education on behalf of the County Council to enter into capital and revenue funding agreements with the Turner Schools Trust; and
- (iii). Authorise the Director of Education to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1. Background

- 1.1 The number of children and young people resident in Kent with an Education Health & Care Plan (EHCP) was 18,930 as at January 2023. This was a 6.8% increase on the previous year. 4.2% of 0-25 year olds resident in Kent have an EHCP, compared to 3.1% nationally. This demand continues to place pressure on the specialist provision available within the County. 39.7% of EHCP learners in Kent (2023) are educated in special schools, compared to 34.8% nationally. The position is unsustainable.

- 1.2 To address the above, Kent is now part of the Department for Education's (DfE) Safety Valve programme. This programme supports local authorities to reform their high needs systems and SEND services for children and young people while ensuring services are sustainable. A significant element of this is to reduce demand for special school places by improving the ability of mainstream schools to support children and young people with SEND, and building parental confidence in this. A further element of this work is to ensure we have the right provision in the right places, with pathways which enable learners with an EHCP to move from the primary to secondary sector in their localities.
- 1.3 To that end, KCC has developed its first SEND Sufficiency Plan. This forecasts a further increase in the number of children and young people with EHCPs linked to their ASC. One gap in our provision is in Folkestone where there is a primary phase specialist resourced provision for children with autistic spectrum condition (ASC), but no pathway in to secondary school. This leads to a demand for special school places, rather than maintaining support in a mainstream setting. Accordingly, the Plan recommends commissioning a 30 place secondary SRP at Folkestone Academy from September 2024.
- 1.4 The decision on this proposal would normally be taken by the Cabinet Member for Education and Skills. However, as the proposal could have a specific impact on Cllr Love's division (Cheriton Sandgate and Hythe East) the Leader will make the decision.

2. Current SRP provision for ASC in Folkestone and Hythe

- 2.1 The district has three ASC designated SRPs.
- Martello Primary Academy SRP (Folkestone): for 14 pupils.
 - St Nicholas CE Primary Academy (New Romney): for 14 pupils.
 - The Marsh Academy (New Romney): secondary aged for 24 pupils.
- 2.2 Pupils with ASC in the south of the district are able to continue their education journey from a primary to secondary SRP. The same opportunity is not available for those in living in the Folkestone end of the district, without a significant journey to either New Romney, Ashford or Canterbury.
- 2.3 SRPs aim to offer inclusive mainstream education with high quality support from specialist teaching staff and class support. The degree of integration may vary pupil to pupil and change over time to meet their personal needs. The curriculum is adapted to support integration. This approach benefits both the pupils supported by the SRP and their peers, and extends knowledge and understand across the school staff and community.

3. The Proposal

- 3.1 The proposal is to commission a 30 place SRP for secondary aged pupils with ASC at Folkestone Academy. This can be operational from September 2024. 6 places will be offered in the first year, incrementally rising to 30 across the five statutory age groups.
- 3.2 Folkestone Academy is part of The Turner Schools multi-academy trust based in Folkestone and Dover. Currently, there are 6 schools in the trust, including 3 secondary schools, 3 primary schools and a trust Sixth Form. Within these schools they host 3 successful SRPs: one for PSCN at Dover Christ Church

Academy (called Aspen 2); another for pupils with ASC at Martello Primary Academy; and the third for VI pupils at Morehall Primary Academy. In 2023, the Trust supported KCC by opening a class for a cohort of pupils with cognition and learning needs, thereby reducing the demand for special school places.

- 3.3 The Trust will convert an existing building at Folkestone Academy to provide for the SRP. This will allow for five classrooms, care facilities, a toilet, a meeting/intervention room and an office. The maximum expected cost is c£200,000 or £6,600 per place. This would represent good value for money given that between August 2021 and January 2023, KCC delivered 6 new SRPs at an average cost of £42,618 per place and the DfE's benchmark figures for an expansion per pupil for a SEND capital project currently stand at an average cost per pupil £63,000.
- 3.4 The school, which is non-selective, was judged as "Good" with "Outstanding Leadership" by Ofsted in April 2022 and was assessed as an Inclusion Quality Mark Centre of Excellence in July 2023. It offers 180 places per year group, and the 6 SRP places will be counted within this number.

4. Alternative Options considered and rejected

- 4.1 There are two non-selective secondary schools in Folkestone, both in the Turner Schools Trust. The Trust has proposed to base the SRP in Folkestone Academy. This has accommodation that can be adapted. The sister school, Turner Free, has no surplus accommodation, thus the costs of providing an SRP here would be more significant. The local primary SRP for ASC is also within the Trust. This will further help create a smooth transition pathway and allow for strong partnership with parents as their children progress to secondary school.
- 4.3 The option of not opening a further SRP for ASD in the district has been rejected. The absence of an onward pathway at secondary transfer age for those pupils educated in the local primary SRP leads to them moving in to special schools, both maintained and independent, with longer journeys to school. This limits their ability to form local friendships, participate in after school activities, and the risk of isolation.

5. How the proposed decision supports Framing Kent's Future 2022-2026

- 5.1 The proposal will support Priority 1 of Framing Kent's Future 2022-26:
- the commitment to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families; and
 - to make significant improvements in educational attainment, particularly for deprived communities in coastal areas so that they improve faster than the rest of Kent to reduce the gaps.

6. How the proposed decision supports Securing Kent's Future.

- 6.1 The proposal will support Securing Kent's Future Objective 2:

- The proposal is included within the SEND Sufficiency Strategy which is ensuring the right mix of placements are available.
- Having SEND provision closer to where it is needed will reduce the distances families are required to travel and reduce transport costs.
- The revenue cost at £19,000 per place per annum (c£15.5k excluding the basic rate of funding for every school place) compares favourably to the cost of commissioning additional places within a maintained special school or an ASD day placement in an independent SEND school which currently stand at £21,277 and £45,599 per place per annum respectively. It is anticipated the creation of these places will lead to a cost avoidance of between £0.25m and £1.0m per annum once filled. This saving would contribute towards the High Needs Safety Valve Plan.
- It would also be anticipated to have a positive impact on reducing the cost of transport provision where children are then able to be educated more locally.
- The capital costs of the project are far lower than expanding existing specialist provision.

6. Financial Implications

- 6.1 Capital funding of up to £200,000 will be required. The funds have been allocated within the High Needs Capital Budget, the current budget for 2023-24 to 2025-26 is £40.5m. The Trust wishes to self manage the capital works, therefore a capital funding agreement will be entered in to if the proposal is agreed.
- 6.2 Revenue funding for SRPs is determined as part of the funding arrangements for schools. The number of places commissioned are funded at a pre-set rate, in this case 6 places in year 1, at c£19,000 per place for ASD. The funding comes from the High Needs funding block of the Dedicated Schools Grant, a ring-fenced grant from the Department of Education. The LA puts in place service level agreements with maintained schools and contracts with academies, which covers the funding and expectations. Accordingly, if approved, a three-year contract will be entered in to with the Trust.
- 6.3 It is expected that the proposal will have a positive impact on reducing the pressure on the SEND Transport Budget. In the year 6/7 transfer placement meetings with special schools and mainstream heads, and number of pupils were identified as benefitting from a secondary ASD SRP should one be opened in Folkestone Academy. Based on these pupils attending there, rather than needing places at The North School (Ashford) or The Marsh School (New Romney) the cost difference on transport would be approximately £8,835 per annum per place. It is recognised the final decisions on placement which are made in February 2024, as well as parental responses may alter which pupils join the SRP in September 2024, however, the case remains that having this provision is an important step in ensuring appropriate local pathways exist for all pupils, and such arrangements avoid unnecessary expenditure on transport.

7. Consultation process and timeline to open the SRP

- 7.1 The Turner Schools Trust consulted on the proposal. The Trust received 28 responses via email to the consultation document, of which 27 were in support.

7.2 The consultation on the SRP was sent to:

- parents/carers
- local schools
- local KCC Members
- Folkestone and Hythe District Council
- Folkestone Town Council
- Member of Parliament
- KENT PACT
- Autism charities, societies and support groups.

7.3 The Trust will need to submit a business case to the Department for Education (DfE) to have its funding agreement amended to include the SRP. This will include the consultation outcomes, and will require confirmation from KCC that it will commission the SRP if approved by the DfE. No contracts can be entered in to until the DfE have approved the proposal.

7.4 The DfE should reach their decision on the SRP by March 2024. Once approved, the Trust will appoint staff and to complete the refurbishment works for a September 2024 start opening to Year 7 pupils.

8. View of the Local Members

8.1 The provision is expected to draw from a wider area than the current school cohort, and therefore could impact a number of Divisions. As such the view of the following members have been sought:

- Cllr Dylan Jeffery, Folkestone West
- Cllr Jackie Meade, Folkestone East
- Cllr Rory Love, Cheriton Sandgate and Hythe East
- Cllr Susan Carey, Elham Valley
- Cllr Jenni Hawkins, Hythe West

8.2 Views of Cllr Dylan Jeffery, Folkestone West

I fully support and welcome the proposal for an SRP at Folkestone Academy. The Turner Schools continue to demonstrate and make great strides towards inclusiveness and opportunities across the whole community they serve and I believe this facility will offer huge benefits to the pupils who are able to access a place.

Having worked in schools elsewhere in the county where specialist provision is provided, I fully appreciate and support the benefits that can be achieved in the social understanding, awareness and cohesion across the whole school community (including residents, families, parents, carers and children) by having such provision in the same location and at the same identifiable school. This is a much needed resource and very welcome in Folkestone.

8.3 Views of Cllr Jackie Meade, Folkestone East

Although not in my division the proposed new provision would greatly benefit some of my residents' families.

From the pupil perspective:

- 1) Currently pupils are having to travel some distance in order to get to their school. A shorter journey can only be less stressful and encourage a calm approach to the educational day.
- 2) To be sited more within the pupils' community for friends and family contact for extra curriculum activities must be a strong point to be taken into consideration.
- 3) The Academy already has excellent facilities including gardening / science activities and a mixed base of ages so I believe this provision would be a good fit.

From a financial perspective:

- 1) As an existing building is to be repurposed, it is cutting costs to set up this provision dramatically, and also sits well within Carbon Neutrality as new builds tend to be quite carbon intensive.
- 2) By siting the provision closer to their homes, I would hope that many of the pupils would be able to travel by foot or possibly public transport thereby helping to increase their confidence and wellbeing as well as cutting the costs for private taxi fares charged to KCC. I believe an indicative saving is being created by the team to show the possible savings.

8.4 Views of Cllr Rory Love, Cheriton Sandgate and Hythe East

In my role as a local Divisional Member, I write to confirm my full support for the proposal to open an SRP for pupils with ASD at Folkestone Academy. This will be an important further step towards inclusive education, enabling more children to be educated amongst their friends and peers, and (on average) to reduce their travel time between home and school. It will also be consistent with KCC's Safety Valve commitments by reducing dependence on expensive, independent provision, thereby setting our budgets on a more sustainable pathway. The additional local school places also reduce the pressure on the home to school transport budget funded by council taxpayers, which makes a further contribution to financial sustainability.

I am advised that I shall not be the decision-maker on this matter as the proposal could be seen as having a greater beneficial impact on pupils in my Division than on those from other parts of Kent.

8.5 Views of Cllr Susan Carey, Elham Valley

I am in support of the proposal.

8.6 Views of Cllr Jenni Hawkins, Hythe West

No view received prior to this paper being published.

9. Views of the Assistant Director Education (South Kent)

9.1 The proposal delivers a commissioning intention set out in the Commissioning Plan for Education Provision in Kent 2024-28 and in the SEND Sufficiency Plan. It provides an important pathway for a group of young people which enables them to continue their education in a mainstream environment, and importantly, in their own locality. The Trust has demonstrated its commitment to providing inclusive education for all. I support the proposal.

10. Equalities Impact Assessment

10.1 An EIA has been completed and no negative impact on protected groups has been identified.

11. Conclusion

11.1 The Kent Sufficiency Plan for children and young people with SEND has identified the need for a secondary aged SRP in Folkestone to support pupils with ASC. Folkestone Academy has the physical capacity to accommodate the SRP and the expertise and skills to support pupils with ASC. The SRP can be opened in September 2024 offering much needed additional specialist places to support young people in the district.

12. Recommendation(s)

The Children's, Young People and Education Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Leader of the Council on the proposed decision to:

- a) Release £200,000 of capital funding from the Children's, Young People and Education Capital Budget to enable works to be completed to open the SRP;
- b) Authorise the Director of Education on behalf of the County Council to enter into capital and revenue funding agreements with the Turner Schools Trust; and
- c) Authorise the Director of Education to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

13. Background Documents (plus links to document)

- SEND Sufficiency plan – item on CYPE Cabinet Committee Agenda January 2024

<https://democracy.kent.gov.uk/documents/s121909/Draft%20SEND%20Sufficiency%20Plan%20October%202023.pdf>

- Commissioning Plan for Education Provision in Kent 2024-28 – Item on the CYPE Cabinet Committee Agenda January 2024

<https://democracy.kent.gov.uk/documents/s121946/Commissioning%20Plan%20for%20Education%20Provision%20in%20Kent%202024-28.pdf>

14. Contact details

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough, Leader Kent County Council

DECISION NO:

23/00124

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

Key decision: YES

Key decision criteria. The decision will:

- a) *be significant in terms of its effects on a significant proportion of the community living or working within two or more electoral divisions – which will include those decisions that involve:*
- *the adoption or significant amendment of major strategies or frameworks;*
 - *significant service developments, significant service reductions, or significant changes in the way that services are delivered, whether County-wide or in a particular locality.*

Proposal to commission a 30 place specialist resourced provision (SRP) for secondary aged pupils with autistic spectrum condition at Folkestone Academy.

Decision:

As Leader of Kent County Council, I agree to:

- (i). Release £200,000 of capital funding from the Children’s, Young People and Education Capital Budget to enable works to be completed to open the SRP;
- (ii). Authorise the Director of Education on behalf of the County Council to enter into capital and revenue funding agreements with the Turner Schools Trust; and
- (iii). Authorise the Director of Education to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts

Reason(s) for decision:

Background

The number of children and young people resident in Kent with an Education Health & Care Plan (EHCP) was 18,930 as at January 2023. This was a 6.8% increase on the previous year. 4.2% of 0-25 year olds resident in Kent have an EHCP, compared to 3.1% nationally. This demand continues to place pressure on the specialist provision available within the County. 39.7% of EHCP learners in Kent (2023) are educated in special schools, compared to 34.8% nationally. The position is unsustainable.

To address the above, Kent is now part of the Department for Education’s (DfE) Safety Valve programme. This programme supports local authorities to reform their high needs systems and SEND services for children and young people while ensuring services are sustainable. A significant element of this is to reduce demand for special school places by improving the ability of mainstream schools to support children and young people with SEND, and building parental confidence in this. A further element of this work is to ensure we have the right provision in the right places, with pathways which enable learners with an EHCP to move from the primary to secondary sector in their localities. To that end, KCC has developed its first SEND Sufficiency Plan. This forecasts a further increase in the number of children and young people with EHCPs linked to their ASC. One gap in our provision is in Folkestone where there is a primary phase specialist resourced provision for children with

autistic spectrum condition (ASC), but no pathway into secondary school. This leads to a demand for special school places, rather than maintaining support in a mainstream setting. Accordingly, the Plan recommends commissioning a 30 place secondary SRP at Folkestone Academy from September 2024.

Financial Implications

Capital funding of up to £200,000 will be required. At c£6,660 per place this represents good value for money given that between August 2021 and January 2023, KCC delivered 6 new SRPs at an average cost of £42,618 per place and the DfE's benchmark figures for an expansion per pupil for a SEND capital project currently stand at an average cost per pupil £63,000. The funds have been allocated within the High Needs Capital Budget, the current budget for 2023-24 to 2025-26 is £40.5m. The Trust wishes to self-manage the capital works, therefore a capital funding agreement will be entered into if the proposal is agreed.

Revenue funding for SRPs is determined as part of the funding arrangements for schools. The number of places commissioned are funded at a pre-set rate, in this case 6 places in year 1, at c£19,000 per place for ASD (£15,500 per place excluding the basic rate of funding for each school place). The funding comes from the High Needs funding block of the Dedicated Schools Grant, a ring-fenced grant from the Department of Education). The LA puts in place service level agreements with maintained schools and contracts with academies, which covers the funding and expectations. Accordingly, if approved, a three year contract will be entered in to with the Trust.

Additionally, it is expected that the proposal will have a positive impact on reducing the pressure on the SEND Transport Budget.

The proposal will support Priority 1 of Framing Kent's Future 2022-26:

- the commitment to maintain KCC's strategic role in supporting schools in Kent to deliver accessible, high quality education provision for all families; and
- to make significant improvements in educational attainment, particularly for deprived communities in coastal areas so that they improve faster than the rest of Kent to reduce the gaps.

The proposal will support Securing Kent's Future Objective 2:

- The proposal is included within the SEND Sufficiency Strategy which is ensuring the right mix of placements are available.
- Having SEND provision closer to where it is needed will reduce the distances families are required to travel and reduce transport costs.
- The revenue cost at £19,000 per place per annum compares favourably to the cost of commissioning additional places within a maintained special school or an ASD day placement in an independent SEND school which currently stand at £21,277 and £45,599 per place per annum respectively. It is anticipated the creation of these places will lead to a cost avoidance of between £0.25m and £1.0m per annum once filled, this saving will contribute towards the High Needs Safety Valve plan.
- The capital costs of the project are far lower than expanding existing specialist provision.

Legal Implication

A contract will be entered in to with the Turner Schools Trust to commission the provision of this service. A standard contract exists for all SRPs provided by academy trusts in Kent.

Equalities Implications

An EIA has been completed and no negative impact on protected groups has been identified.

DPIA

A DPIA was not required.

Cabinet Committee recommendations and other consultation:

The Children’s and Young People Cabinet Committee consider the decision on 16 January 2024.

The Turner Schools Trust consulted on the proposal. The Trust received 28 responses via email to the consultation document, of which 27 were in support.

Members in the divisions most likely impacted by the proposal are in support.

Any alternatives considered and rejected:

There are two non-selective secondary schools in Folkestone, both in the Turner Schools Trust. The Trust has proposed to base the SRP in Folkestone Academy. This has accommodation that can be adapted. The sister school, Turner Free, has no surplus accommodation, thus the costs of providing an SRP here would be more significant. The local primary SRP for ASC is also within the Trust. This will further help create a smooth transition pathway and allow for strong partnership with parents as their children progress to secondary school.

The option of not opening a further SRP for ASD in the district has been rejected. The absence of an onward pathway at secondary transfer age for those pupils educated in the local primary SRP leads to them moving into special schools, both maintained and independent, with longer journeys to school. This limits their ability to form local friendships, participate in after school activities, and the risk of isolation.

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

Cllrs Rory Love and Jenni Hawkins are Members for Divisions impacted by this proposal.

The decision on this proposal would normally be taken by the Cabinet Member for Education and Skills. However, as the proposal could have a specific impact on Cllr Love’s division (Cheriton Sandgate and Hythe East) the Leader will make the decision.

.....
signed

.....
date

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EQIA Submission – ID Number

Section A

EQIA Title

Proposal to add a 30 Place Specialist Resourced Provision for Pupils with Autistic Spectrum Disorder at Folkestone Academy

Responsible Officer

Lee Round - CY EPA

Type of Activity

Service Change

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

Commissioning/Procurement

Strategy/Policy

No

Details of other Service Activity

No

Accountability and Responsibility

Directorate

Children Young People and Education

Responsible Service

Education Provision Planning and Access

Responsible Head of Service

David Adams - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

The Turner Schools Trust in conjunction with Kent County Council (KCC) are proposing to open a 30 place Specialist Resource Provision (SRP) for children with Autistic Spectrum Disorder (ASD) at Folkestone Academy from September 2024.

The intentions are that KCC will commission up to 30 places within the SRP for secondary aged children with an Education and Health Care Plan (EHCP) for ASD at The Folkestone Academy. Initially, the commissioned number of places for 2024/25 will be 6.

In bringing forward this proposal all parties believe that opening an SRP for ASD pupils will:

-Provide a much needed resource that will support the growing number of secondary aged pupils with ASD across Folkestone and Hythe District. More directly, it will support families in Folkestone Town and the surrounding villages by reducing the distances pupils need to travel to access appropriate support;

-Build on the expertise that the Trust has in educating children with special educational needs including ASD;

Have a positive impact on the education and social understanding of other pupils within the school; and

-Support pupils with ASD in the transition from primary to secondary school and then from secondary school into post-16 provision, apprenticeships or supported employment. Folkestone Academy has a strong track record in ensuring successful transition arrangements, both into the school in Year 7 and as pupils move on to post-16, or post-18 provision. There are well-established relationships in place with local primary schools to ensure that pupils feel safe and secure when they start in Year 7. This is further strengthened by transition days, additional small group transition sessions and our summer school. Parents and carers are included in all transition arrangements.

The addition of an ASD provision will release capacity for other need types in our special schools such as The Beacon Folkestone.

Analysis would suggest that the impact of the proposal will have a positive impact. It is recognised that as statistically fewer girls have an ECHP with ASD as their primary need type it could be seen that girls will benefit less than boys from the opening of the SRP. However, through training, SRP staff will develop the whole staff body enabling them to support all young people on role who may have ASD characteristics.

Section B – Evidence

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

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

No

Who have you involved, consulted and engaged with?

Consultation will take place between 27/11/23 and 08/01/24 with the following stakeholders:

- All parents/carers
- All schools in Folkestone and Hythe District
- Local KCC Members
- Folkestone and Hythe Council
- Local MPs
- Dioceses of Canterbury and Southwark
- The Clinical Commissioning Group
- ASD support groups/charities

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

No

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

Staff/Volunteers

Residents/Communities/Citizens

Residents/communities/citizens

Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?

Yes
Details of Positive Impacts
<p>Analysis would suggest the following positive impacts:</p> <p>-Currently there is an SRP within a primary school in Folkestone but not a similar pathway in secondary. The SRP at Folkestone academy will address this disparity offering a pathway for young people aged 11-16 who require the additional support that an SRP for ASD can offer.</p> <p>-ASD is a recognised disability. Currently there is an SRP for pupils diagnosed with ASD within a primary school in Folkestone but not a similar pathway in secondary. The SRP at Folkestone academy will address this disparity offering a pathway for young people aged 11-16 diagnosed with ASD who require the additional support that an SRP for ASD can offer.</p> <p>-The creation of specialist places will mean that Carers and Parents of young people aged 11-16 who require the specialist support may be able to access a specialist facility in a more local secondary school reducing travel distances.</p>
Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
No
Details of negative impacts for Sex
Not Applicable
Mitigating actions for Sex
Not Applicable
Responsible Officer for Sex
Not Applicable
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable

Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No
Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No
Negative impacts for Sexual Orientation
Not Applicable
Mitigating actions for Sexual Orientation
Not Applicable
Responsible Officer for mitigating actions for Sexual Orientation
Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No
Negative impacts for Pregnancy and Maternity
Not Applicable
Mitigating actions for Pregnancy and Maternity
Not Applicable
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No
Negative impacts for Marriage and Civil Partnerships
Not Applicable
Mitigating actions for Marriage and Civil Partnerships
Not Applicable
Responsible Officer for Marriage and Civil Partnerships
Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities

Are there negative impacts for Carer's responsibilities
No
Negative impacts for Carer's responsibilities
Not Applicable
Mitigating actions for Carer's responsibilities
Not Applicable
Responsible Officer for Carer's responsibilities
Not Applicable

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