

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

**Thursday, 29th November, 2018**

**10.00 am**

**Council Chamber - Sessions House**





## AGENDA

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

Thursday, 29 November 2018 at 10.00 am  
Council Chamber - Sessions House

Ask for: **Emma West**  
Telephone: **03000 412421**

*Tea/Coffee will be available 15 minutes before the start of the meeting*

#### Membership (18)

Conservative (12): Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mrs S Chandler, Mrs P T Cole, Miss E Dawson, Mrs L Game, Mrs S Gent, Mr R C Love, Mr S C Manion, Mr D Murphy, Mr M J Northey and Mrs S Prendergast

Liberal Democrat (2): Mrs T Dean, MBE and Ida Linfield

Labour (1) Dr L Sullivan

Church Representatives (3) Mr D Brunning, Mr J Constanti and Mr Q Roper

#### Webcasting Notice

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#### UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes  
To receive apologies for absence and notification of any substitutes present
- 3 Declarations of Interest by Members in items on the Agenda  
To receive any declarations of interest made by Members in relation to any matter on the agenda. Members are reminded to specify the agenda item number to which it refers and the nature of the interest being declared

- 4 Minutes of the Children's, Young People and Education Cabinet Committee meeting held on 25 September 2018 (Pages 7 - 16)

To consider and approve the minutes as a correct record.

- 5 Minutes of the Corporate Parenting Panel held on 19 July 2018 and 19 September 2018 and update from Chairman of CPP (Pages 17 - 34)

To note the minutes and to receive a brief update from the Chairman of the Corporate Parenting Panel.

- 6 Children's, Young People and Education Cabinet Committee meeting dates for 2019/20 (Pages 35 - 36)

To receive a report which provides the details of the 2019/2020 meeting dates for the Children's, Young People and Education Cabinet Committee.

- 7 Verbal Update by Cabinet Member and Corporate Director (Pages 37 - 38)

To receive a verbal update from the Cabinet Member for Children, Young People and Education and the Corporate Director of Children, Young People and Education.

- 8 School Expansions and Alterations (Decision Numbers: 18/00057, 18/00059, 18/00061) and (18/00062) (Pages 39 - 88)

To note a parcel of school alterations which will shortly be subject to key decisions. The Children's, Young People and Education Cabinet Committee is asked to endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the proposed decisions. The proposed decisions are as follows:

- 18/00057 - Proposal to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School, Ashford, for children with Speech, Language and Communication Needs (SLCN) from September 2019
- 18/00059 - Establishing a 15 place Specialist Resource Provision at Kings Farm Primary School, Gravesend
- 18/00061 - Proposal to temporarily expand The Westlands (Secondary Academy) School, Swale, by 1.5FE from September 2019
- 18/00062 - Proposed changes to Specialist provision in Maidstone and Malling

- 9 18/00056 - Kent's Local Offer to Care Leavers (Pages 89 - 124)

To receive a report which sets out an overview as to why Kent County Council are required to produce a Local Offer for Care Leavers and details of the proposed offer.

- 10 18/00058 - The Commissioning Plan for Education Provision in Kent 2019-23 (Pages 125 - 332)

To receive a report which provides Members of the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2019-23 prior to final approval.

- 11 18/00060 - School Funding Arrangements for 2019-20 (Pages 333 - 366)

To receive a report which advises Members of the Committee about the proposals contained within the School Funding Formula Consultation 2019-20 which occurred between 15 October and 16 November 2018.

- 12 Early Years and School Performance in 2018 (Pages 367 - 382)

To receive a report which provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 test outcomes (SATs), and GCSE and Post-16 results for 2018. The report also includes comparisons with emerging national data where available and reports on the achievement of vulnerable groups and achievement gaps in each Key Stage.

- 13 Children and Young People's Mental Health Services, funded by Kent County Council (Pages 383 - 390)

To receive a report which summarises the current mental health services for children and young people in Kent. The report outlines which services are funded by Kent County Council and which are funded by the National Health Service, with a focus on the services funded by Kent County Council, delivered by the North East London Foundation Trust (NELFT).

- 14 Award Report: Mobilisation of Independent Adoption & Special Guardianship Order (SGO) Support Services (Pages 391 - 396)

To receive a report which summarises the activity taken to commission and mobilise a new contract for the provision of Independent Adoption & Special Guardianship Order (SGO) Support Services.

- 15 Children, Young People and Education Directorate Performance Scorecard (Pages 397 - 412)

To receive a report from the Cabinet Member for Children, Young People and Education and the Corporate Director of Children, Young People and Education which sets out the directorate's performance scorecard, which now includes Education, Early Help and Specialist Children's Services.

- 16 Ofsted Update (Pages 413 - 416)

The Committee is asked to note an information item setting out data on Ofsted results.

- 17 Work Programme 2019/20 (Pages 417 - 422)

To receive the report from General Counsel that gives details of the proposed Work Programme for the Children's, Young People and Education Cabinet Committee.



## **EXEMPT ITEMS**

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

Benjamin Watts  
General Counsel  
03000 416814

**Wednesday, 21 November 2018**

*Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.*

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**KENT COUNTY COUNCIL**

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

MINUTES of a meeting of the Children's, Young People and Education Cabinet Committee held at Council Chamber - Sessions House on Tuesday, 25th September, 2018.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mr D Brunning, Mrs S Chandler, Mrs P T Cole, Miss E Dawson, Mrs T Dean, MBE, Mrs L Game, Ida Linfield, Mr R C Love, Mr D Murphy, Mr M J Northey, Mrs S Prendergast and Dr L Sullivan

OTHER MEMBERS: Roger Gough

OFFICERS: Keith Abbott (Director of Education Planning and Access), Matt Dunkley CBE (Corporate Director for Children Young People and Education), Sarah Hammond (Interim Director of Specialist Children's Services), Claire Thomson (Complaints Officer (Children's)), Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead), Helen Cook (Senior Commissioner), Marisa White (Area Education Officer - East Kent) and Emma West (Democratic Services Officer)

**UNRESTRICTED ITEMS**

**32. Apologies and Substitutes**  
*(Item 2)*

Apologies for absence were received from Mr J Constanti and Mr S Manion.

**33. Declarations of Interest by Members in items on the Agenda**  
*(Item 3)*

Mr Love made a declaration of interest relating to item 8 as his wife was an employee of CXK.

**34. Minutes of the meeting held on 10 July 2018**  
*(Item 4)*

Resolved that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 10 July 2018 are correctly recorded and that they be signed by the Chairman

**35. Minutes of the Corporate Parenting Panel held on 1 June 2018 and update on CPP work**  
*(Item 5)*

1. Mrs Allen (Chairman of the Corporate Parenting Panel) provided a brief update on the positive progress that had been made by the Corporate Parenting Panel and the recent events that had taken place over the summer.

a) In response to a question, Mrs Allen confirmed that OCYPC stood for 'Our Children and Young People's Council' and said that this would be reflected in the signed minutes.

2. Resolved that the minutes of the Corporate Parenting Panel held on 1 June 2018 be noted; subject to the amendment being made.

**36. Verbal Update by Cabinet Member and Corporate Director**  
*(Item 6)*

1. Roger Gough (Cabinet Member for Children, Young People and Education) gave a verbal update on the following issues:

***Results Day 2018:***

Mr Gough attended Canterbury Academy and Bennett Memorial during results day this summer and thanked both schools for making him feel welcome. Both Canterbury and Bennet Memorial were good examples of the sheer range of post-16 options and destinations that were available to you people and had very strong outcomes and good performance. Revised GCSE and A-Level results figures had not yet been released, although Kent County Council had seen most of the figures for Kent schools, there were still figures that had not yet been seen. Targets continued to change due to a tougher set of benchmarks and changing grade boundaries. Overall, performance within Kent's schools was good and Kent County Council were continuing to address challenges such as gaps for vulnerable learners.

***'Change for Kent Children' programme:***

The 'Change for Kent Children' programme followed on from the integration of the new Children, Young People and Education directorate. A series of pilots had been undertaken which focused on different aspects in each of area of Kent. In the North of the county, there was a particular focus on integrated teams, in the East of the county, there was a focus on schools and how Kent could ensure that services connected with and supported challenging schools, the South of the county focused on adolescent services and the West of the county focused on placement stability and what Kent could do to support young people who were facing a series of disruptive places in foster care and aimed to build stability for those young people. The productive work that had taken place allowed a drawing model to be constructed, and Kent County Council aimed to implement the full model before the start of the new financial year.

2. Matt Dunkley (Corporate Director for Children, Young People and Education) gave a verbal update on the following issues:

***'Change for Kent Children' programme:***

The decision made in 2017 by Kent County Council was to create an integrated children's directorate. The 'Change for Kent Children' programme would move Kent County Council to a more integrated way of working with children and families. There are two imperatives in the drive towards integrated working. The first was the national situation around children's services funding and the need to retain and develop preventative services to be sustainable and reduce demand. The second factor is that integrated working generally produces better outcomes for vulnerable children, and this is reflected in the new Ofsted framework. Kent County Council aspires to be 'outstanding' and Bexley, East Sussex and North Yorkshire were the

first local authorities to be rated as outstanding by Ofsted in the new framework this summer. Integration of preventative services with social work services was key to managing demand successfully and building resilience into families.

- a) In response to a question, Matt Dunkley referred to the programme's title 'Change for Kent Children' and reassured Members of the Committee that the title could be adapted to explicitly recognise young people as well as children.
- b) In response to a question, Matt Dunkley explained the early years practice model and said that services were provided to support children through early childhood. He said that early help providers within The Education People had ensured that they would continue to work with Kent County Council in an integrated way to ensure that there were no gaps and to see the journey of a child through all ages and stages.
- c) In response to a question relating to future funding for Kent schools, Keith Abbott said that he would provide a detailed analysis to Members of the Committee outside of the meeting which would explain the position on balances. He said that out of 349 maintained schools in Kent, approximately 10% of the 349 schools were currently in deficit or were forecast to be in deficit within the next few years, he said that there were also concerns around other schools. In relation to the teachers' pay award, he said that all schools would budget for 1% of the pay award, and school governors would make the remaining 2.5% available nationally through a grant.
- d) In response to a question, Keith Abbott said that Kent County Council were working with school improvement colleagues to assess the projected roll numbers for primary schools.

3. RESOLVED that the verbal updates be noted.

**37. 18/00046 - Proposal to increase the physical capacity of Meadowfield (Foundation Special) School from September 2018**  
*(Item 7)*

*Marisa White (Area Education Officer – East Kent) was in attendance for this item*

1. Marisa White introduced the report which set out the reasons behind the request to increase the funding allocation from the Children, Young People and Education Capital Budget for the expansion of Meadowfield (Foundation Special) School and informed Members of the Committee of the revised cost of the project.
  - a) In response to a question relating to class sizes, Marisa White said that the class sizes varied between 5 and 8 children because the children had very complex needs.
  - b) In response to a question relating to the revised cost of the project, Marisa White said that some of the elements of the project had not been anticipated. She said that many discussions had taken place between the school's head of department and project managers in relation to the cost of the project, and the company undertaking the work had a duty to take the outcome of those discussions into consideration when producing the cost

estimate. She said that it became clear that the company had produced unreliable cost estimates at the point that Kent County Council were undertaking much more work than anticipated to ensure that the project was ready for the planning stage.

- c) In response to a question, Mr Gough (Cabinet Member for Children, Young People and Education) said that when being made aware of this issue, he sought assurance from officers in relation to how and why this had happened and where the funding would be taken from to resolve the issue. He said that there were underspends in other areas of Children, Young People and Education within Kent and therefore other projects and other resources would not be deprived of funding.
  - d) In response to a question, Matt Dunkley said that Kent County Council's building costs in terms of unit costs, national government guidelines and performance compared very well. Therefore, the vast majority of the school's capital programme was delivered efficiently, within budget and at a good price compared to national comparators. He discussed the way in which the programmes were delivered and the project management system that Infrastructure, Gen2 and providers said that the transition period occasionally lead to minor issues.
  - e) In response to a question, Keith Abbott said that a great amount of discussion had taken place between colleagues in Infrastructure and Gen2 as to why and how certain elements of projects were overlooked. He said that Kent County Council delivered within budget on all aspects of the school capital programme, but this did not mean that setbacks did not occur. He said that it was important to ensure that correct processes were in place to be sure that particular issues were not reoccurring and were managed within the budget that was available.
  - f) In response to a question, Keith Abbott said that Revenue and Capital Monitoring was discussed at the Policy and Resources Committee.
2. Mr Gough proposed to provide a briefing note to Members of the Committee outside of the meeting which would provide further detail relating to the revised project cost. A Member of the Committee proposed that the recommendation be amended to reflect this, this was supported by the Committee.
3. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, to:
- (a) AGREE to increase the funding allocated from the Children, Young People and Education capital budget to expand Meadowfield from £3,950,000 to £5,096,934, subject to providing a briefing note to Members of the Children's, Young People and Education Cabinet Committee explaining in more detail the reasons behind the proposal, be endorsed.

**38. Early Help and Preventative Services - Youth Deep Dive**  
(Item 8)

*Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)) and Helen Cook (Senior Commissioner - (Children's) Early Help and Preventative Services) were in attendance for this item*

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Stuart Collins introduced the report which set out the total Kent County Council funded youth offer of £3.988 million and how this was utilised to meet the needs of young people in Kent. The funded offer consisted of two key elements, an internally operated targeted youth provision, with a total budget of £2.812m and a commissioned, externally provided, open access youth provision with a total budget of £1.176m.
2. The Chairman thanked the officers for the detailed, informative report that they had provided which covered all aspects that Members of the Committee had requested previously.
  - (a) In response to a question, Matt Dunkley said that any decisions which related to funding were made by Members. He said that many other local authorities were hitting a financial wall for a number of reasons, the main reasons being issues around the national funding formula and population increase, and the challenge that all local authorities were faced with was youth provision. He said that the budget from which services were funded had been cut by 60% since 2008, and therefore all local authorities had to make difficult financial choices.
  - (b) In response to a question, Stuart Collins said that when identifying need, it was important to work with Kent's youth hub delivery managers that understood their local areas and considered the voice of the child, which was a key aspect and at the front and centre of the youth hub delivery engagement. He said that he defined youth work as the voluntary engagement of young people in a range of settings, both universal and targeted, it was the way in which individuals engaged and used the voice of young people that defined good youth work.
  - (c) In response to a question, Stuart Collins said that the range of activities that were available to the young people were need-led activities. He said that it was important for Kent to maintain a targeted and universal youth offer.
  - (d) In response to a question, Stuart Collins said that e-Start was an ICT system that was used across Kent's open access youth and children's centres, and ongoing work was being undertaken to improve the system, but at present, the system was used by internal services but could also be accessed by external services.
  - (e) In response to a question, Helen Cook discussed the targeted work that Kent's commissioning officers undertook with each of the commission providers. She said that commissioning officers were working with young people to build relationships and to make it easier for them to feel that they could share their personal details with them which would improve the red ratings within the report. She talked about the improvement plan and said that the plan was put into place to capture the excellent work that had been undertaken by the commissioning officers.

- (f) In response to a question, Stuart Collins said that the contract started in December 2016 and the contracts were finished by April 2018 in sight of action planning and ensuring that there were clear improvement plans in place.
- (g) In response to a question, Stuart Collins said that the work that was undertaken needed to be targeted to ensure that the appropriate groups of young people were reached and supported.
- (h) In response to a question, Helen Cook said that payments to providers were made a month in arrears.

3. RESOLVED that the report be noted.

**39. Review of district governance structures for 0-19 (and up to 25) non-statutory Children's Services**  
(Item 9)

*Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)) was in attendance for this item*

1. Mr Gough (Cabinet Member for Children, Young People and Education) introduced the report which set out the findings of the review and provided a range of options where greater co-ordination and aligned governance had been identified.
  - a) In response to a question, Mr Gough suggested that opposition parties be given the opportunity to chair a Youth Advisory Group.
  - b) In response to a question, Matt Dunkley suggested that the item be brought back to the Committee in January 2019, Members of the Committee supported this.
  - c) In response to a question, Stuart Collins said that Mr Gough and himself would arrange to meet with the Youth Advisory Group (YAG) Chairmen to address arising issues with the groups and to ensure that there was consistency. He said that it was important to ensure that the voice of the child was heard and would work with Members and colleagues to ensure that this was the case at all times.
  - d) Matt Dunkley said that a final decision would be brought to the Children's, Young People and Education Cabinet Committee meeting in January 2019 which would advise Members of the final advice or decision that was being made, Members of the Committee supported this. Mr Gough said that there was no intention to diminish the voice of the child or the involvement of Members.
2. The Chairman suggested organising an informal briefing for Members of the Committee to allow them to contribute towards influencing the final decision.
3. RESOLVED that report be noted.



**40. Children placed in Kent by other Local Authorities and the impact upon schools and our services for Kent Children in Care placed outside of Kent**  
*(Item 10)*

*Sarah Hammond (Director Integrated Children's Services (Social Work Lead)) and Keith Abbott (Director - Education Planning and Access) were in attendance for this item*

1. Sarah Hammond and Keith Abbott introduced the report which set out the numbers of children placed in Kent by other local authorities and how Kent County Council supported Kent Children in Care placed outside of the county. Sarah Hammond handed out a data sheet to Members of the Committee that had not been included in the report and explained the figures within the data spreadsheet in further detail.
  - (a) In response to a question, Sarah Hammond said that the number of children in care being placed in Thanet had reduced to 235 from over 300 in recent years.
  - (b) In response to a question, Sarah Hammond discussed a figure within the report which related to Tunbridge Wells and explained that the figure reflected the areas in which foster carers were situated. She said that there were far fewer foster carers in Tunbridge Wells than in the other districts or borough and Tunbridge Wells needed more.
  - (c) In response to a question, Matt Dunkley said that Kent County Council had worked closely with the Coastal Academies Trust and schools in Thanet to address their concerns to meet the needs of the young people that they were responsible for. He said that the conversations with the schools had been very positive, and Kent County Council were ensuring that support packages were provided to each of the schools concerned.
  - (d) In response to a question, Sarah Hammond said that although she was unable to provide the exact percentages relating to the increase in other local authority children in care being placed in Swale, she said that the increase was not significant, but the decrease in Thanet had meant that Swale now had the most other local authority children in care than any other area in Kent.
2. Matt Dunkley said that the majority of children from other local authorities coming into Kent were not receiving education in Kent schools because many of the children were in placements where education was provided by the placement provider and not by the local school.
3. RESOLVED that the report be noted.

**41. Commissioned Children's Centres Update**  
*(Item 11)*

*Stuart Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)) and Helen Cook (Senior Commissioner - (Children's) Early Help and Preventative Services) were in attendance for this item*

1. Stuart Collins introduced the report which informed Members of the changes that had been made within the Early Help Offer and whether the changes in Thanet and Swale had impacted the wider district offers.
  - a) In response to a question, Stuart Collins said that Kent County Council continued to monitor all of the activity that took place within the children's centres in Kent and worked with performance teams within early help to continue to ensure that through the contract management, outcomes were robust.
2. RESOLVED that the report be noted.

**42. Children's Services Dataset Review**  
*(Item 12)*

1. Matt Dunkley introduced the report which set out a proposed review of the current performance and data monitoring reporting across Children's Services. He said that the scorecard would be circulated to Members of the Committee to provide them with a clear and meaningful overview of demand and performance within Kent's Children's Services.
2. RESOLVED that the report be noted.

**43. Complaints and Representations 2017-18**  
*(Item 13)*

*Claire Thomson (Complaints Officer (Children's)) was in attendance for this item*

1. Claire Thomson introduced the report which set out information about the operation of the Children Act 1989 Complaints and Representations Procedure in 2017/18 as required by the Statutory regulations. The report also provided information about the 'non-statutory' social care complaints and complaints received about Education Services.
2. RESOLVED that the report be noted.

**44. Children, Young People and Education Directorate Performance Scorecard**  
*(Item 14)*

1. Sarah Hammond introduced the report which set out the Children, Young People and Education performance management framework and the targets and milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.
  - (a) In response to a question, Mr Gough (Cabinet Member for Children, Young People and Education) said that there was an increase in the number of social workers that had been recruited in Kent which meant that the caseload for social workers had decreased significantly. Sarah Hammond said that social workers' caseloads depended on the balance between the work that was being received, the number of social workers that Kent had and the progression of the work.

- (b) In response to a question, Sarah Hammond said that there were government funded initiatives to help to improve the number of social workers that were being recruited. An example of a government funded initiative was the 'Step Up to Social Work' scheme in which funding was provided for local authorities to train a social worker.
- (c) In response to a question, Matt Dunkley talked about the actions that were being taken to reduce social worker's caseloads and the support that was being provided to Kent's social workers.
- (d) In response to a question, Mr Gough said that extra resources were being allocated to recruit more Education Psychologists to meet the increasing demand in special schools.

2. RESOLVED that the report be noted.

**45. Ofsted Update**  
*(Item 15)*

- 1. The inclusion of this information item on the agenda was noted and no discussion took place.

**46. Work Programme 2018/19**  
*(Item 16)*

RESOLVED that the Work Programme for 2018 be noted.

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**KENT COUNTY COUNCIL**

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**CORPORATE PARENTING PANEL**

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room - Sessions House on Thursday, 19 July 2018.

PRESENT: Mrs A D Allen, MBE (Chairman), Mr M A C Balfour (Substitute for Mrs S Prendergast), Mr G Cooke, Mr T Doran, Ms S Dunstan, Mr D Farrell, Mrs L Game, Mr R Graves, Ms S Hamilton, Mrs S Hammond, Mr A Heather, Mr J P McInroy (Substitute for Mrs S Gent), Mr M J Northey, Ms N Sayer, Ms C Smith and Ms S Vaux

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr M Dunkley CBE (Corporate Director for Children Young People and Education) and Miss T A Grayell (Democratic Services Officer)

**UNRESTRICTED ITEMS****85. Motion to exclude the press and public for exempt business**

RESOLVED that, under Section 100A of the Local Government Act 1972, the press and public be excluded from the meeting for the following business on the grounds that it involves the likely disclosure of exempt information as defined in paragraphs 1 and 2 of Part 1 of Schedule 12A of the Act.

**EXEMPT ITEMS**

(open access to minutes)

**86. The views of Young People in Care**

*(Item 1)*

As it had not proved possible to arrange a party of young people to attend the first part of the meeting, a film which had been made at participation and activity days earlier in 2018 was shown instead.

The film showed children in care enjoying singing, dancing and circus skills at activity days, with a voiceover by the participants and the VSK apprentices who had arranged the events and made the film.

Reece Graves, Virtual School Kent Apprentice, told the Panel how the film had been made and thanked the County Council's IT team for their help with editing.

The Chairman said it was always good to hear about the activities and networking opportunities that young people enjoyed at meetings of the various Children in Care Councils, and to be able to see and share the events was most enjoyable. She thanked the Virtual School Kent Apprentices for their work in setting up events and in filming them to share with the Panel.

**UNRESTRICTED ITEMS**  
(meeting open to the press and public)

**87. Apologies and Substitutes**

Apologies form absence had been received from Trudy Dean, Louise Fisher, Sue Gent, Stuart Griffiths, Geoff Lymer and Shellina Prendergast.

Matthew Balfour was present as a substitute for Shellina Prendergast and James McInroy as a substitute for Sue Gent.

**88. Minutes of the meeting of the Panel held on 1 June 2018**

*(Item 3)*

It was RESOLVED that the minutes of the meeting held on 1 June 2018 are correctly recorded and they be signed by the Chairman. There were no matters arising.

**89. Chairman's Announcements**

*(Item 4)*

The Chairman welcomed Sarah Vaux, Chief Nurse of Medway Clinical Commissioning Group, and Nicola Anthony, Interim Head of Fostering, to their first meeting of the Panel.

The Chairman advised the Panel that plans were in hand to invite a new foster carer representative to join the Panel in place of Carolyn Moody.

The Chairman told Reece Graves that she had heard very good feedback from a Youth Advisory Group about his contribution at a recent conference.

**90. Verbal Update from Our Children and Young People's Council (OCYPC)**

*(Item 5)*

1. Sophia Dunstan, Participation Support Assistant, and Reece Graves, Virtual School Kent Apprentice, showed a second film, made by the Virtual School Kent (VSK) Apprentices, about work to counter the stigmas of being in care. This had been shown at the VSK Talent Showcase on 1 June 2018, with the aim of emphasising the skills, interests and hobbies of children in care and that their care status played no part in how they defined themselves.

2. They then gave a verbal update on the work of the OCYPC, the Super Council and Young Adult Council and forthcoming participation events. *The text of the update will be attached to these minutes.* They and Tony Doran, Head Teacher of the VSK, then responded to comments and questions from the Panel, including the following:-

- a) a recent Young Adult Council meeting had raised the issue of the need for a new name for the care leavers service, and it was planned that a competition be held to find a new name;
- b) two new VSK Apprentices were shortly to start work; Tia (16) would start at the end of July and Rob (19) would hopefully start shortly after;

- c) a list of participation events taking place between July and December was tabled, with an invitation to the annual Children in Care Council Summer Celebration on 1 August 2018, and *both were later circulated to all Panel members by the Democratic Services Officer*. Mr Doran explained that VSK had a small nominal budget to cover events, which had been generously topped up over the years by elected Members, using their personal allowances;
- d) when tackling stigma, it was important to achieve a balance between being a good corporate parent and respecting a young person's privacy, between making reasonable allowances for someone's care status and not putting them down because of it. Ms Dunstan explained that one-to-one sessions between a teacher and child in care could lead to more stigma. What would help was group sessions of pupils and teachers;
- e) teachers needed to be aware of children in care, appreciate their circumstances and be realistic about their expectations of them. This awareness could be included in teacher training courses. A child in care would be visited at school by their social worker for their regular review meetings, so to keep their care status a secret from teaching staff or other pupils in the class was simply not possible;
- f) another speaker disagreed and asserted that teachers should not know which pupils in their school were in care, and, in that way, could not show any bias in the way in which they treated them, or the expectations they had of them. Teacher training in the 1980s would have taken this approach but the culture seemed since to have changed to one of teachers being made aware. This had led to children in care being treated differently. Another speaker, who had also trained as a teacher at about the same time, agreed that, once a teacher knew about a child's status, they were bound to treat them differently;
- g) Mr Doran added that behaviour management was not much taught as part of teacher training courses but was a fundamental part of a good teacher's skills. He suggested that raising awareness and understanding of issues faced by children in care, for example, trauma and attachment issues, would need a whole-school approach. Some pilot schemes were exploring this but there was need for more such schemes. In all of this, however, the privacy of children in care would need to be protected and they should not be seen to be treated differently from their peers;
- h) Ms Dunstan said that teachers should be aware of children in care and be trained in how to support them and how not to overcompensate for their care status, but should not reveal information about a child's care status to other pupils. Mr Graves added that teachers' treatment of a child's care status was not the only problem; playground gossip and name-calling were also a big problem. The Chairman agreed that teachers needed to be sensitive around activities relating to Mothers' Day and Fathers' Day. Mr Doran added that teachers were now expected to know about the pupils they were teaching, to be fully aware of children with an e.PEP and to tailor their teaching to take account of this. It was important to remember

that children in care were as different from each other as any other group of children; all were individuals and needed to be treated as such;

- i) a suggestion was made that, to raise awareness of stigma issues among all corporate parents, the film about stigma be shown at a full County Council meeting. The Council, as corporate parent, should be seen to be tackling the issue of stigma by raising the awareness of all its elected Members as corporate parents, and could be smart about using the media to do this. The Chairman supported this suggestion and added that local sports personalities and TV celebrities who had been in care could be used as role models and examples of positive outcomes for children in care; and
- j) the issue of stigma and realistic expectations extended beyond children in care and applied also to children from areas of deprivation. It was important to set realistic and appropriate targets for expected progress and have a workable method of measuring progress. Mr Doran explained that the former national curriculum had previously provided this overall framework, but measuring progress now would be more difficult. VSK was working with the County Council's Management Information Unit to establish a new way to measure progress. He added that children's routes into care varied and that every cohort of children going through education was different and would be difficult to 'measure'. There was always the risk that having a specific, different set of targets applied to a child in care might add to the stigma they felt. A complex range of mapping and benchmarking might be required to measure progress in sufficient detail and in a meaningful way, and the National Association of Virtual Head Teachers was looking at this issue. It was suggested that either the Corporate Parenting Panel or the Children, Young People and Education Cabinet Committee could look into this issue in greater detail. *An item was subsequently placed on the Panel's work programme.*

3. It was RESOLVED that the verbal updates be noted, with thanks.

### **91. Challenge Card update - Lifelong Links**

*(Item 6)*

*Claire Barton, Family Group Conferencing team, was in attendance for this item.*

1. Caroline Smith, Interim Assistant Director, Corporate Parenting, and Ms Barton introduced the report and gave some examples of the sort of links which had been established using the Lifelong Links project. They responded to comments and questions from the Panel, including the following:-
  - a) one benefit of the project was that it could help children and young people to be clear of their identity and understand their route into the care system. They could be supported to own and manage their care status;
  - b) many children in care were known to try to trace relatives using Facebook, but the Lifelong Links project offered them a safer way to trace and make contact; and



- c) the Lifelong Links project had been established very quickly after being the subject of a Challenge Card, and Matt Dunkley, Corporate Director, Children, Young People and Education, thanked the team for their swift work in setting it up. The project was an example of the sensible and achievable measures which could be put into place as a result of the Challenge Card process.

2. The Cabinet Member for Children, Young People and Education, Roger Gough, expressed his support for the Lifelong Links project.

3. Referring to a previous Challenge Card, the rent guarantor scheme for private rents and university accommodation, Sarah Hammond, Director of Integrated Children's Services (East) advised the Panel that the scheme had now launched its pilot with a cohort of 25 young people. She clarified that the scheme was not for paying deposits on property as this was already an established practice, but to support young people as they established themselves as tenants. Ms Smith added that Kent's guarantor scheme had been very well received by other local authorities, and some, including Medway Council, were looking into establishing something similar. More detail of the way in which the County Council supported young people leaving care would be covered in the report on accommodation options at item 10 on the agenda (*see minute 95 below*).

4. It was RESOLVED that:

- a) the progress of the Lifelong Links project be welcomed;
- b) the availability of the Lifelong Links project to all Kent children and young people in care who meet the criteria be noted;
- c) an update report on the project be submitted to a future meeting of the Panel.

## **92. Verbal Update by Cabinet Member** (Item 7)

1. The Cabinet Member for Children, Young People and Education, Roger Gough, gave a verbal update on the following issues:-

**Private Fostering Week** – this aimed to publicise and promote the arrangement wherein young people could be cared for by adults who were not part of their immediate family, rather than being placed with foster carers employed by the County Council. The County Council needed to be notified of such an arrangement being made so it could verify that the arrangement was suitable for the young person concerned and provide appropriate support. In the last twelve months, the County Council had received 94 such notifications.

**Unaccompanied Asylum-Seeking Children (UASC) figures** – these remained low (and were lower than in the same period in 2017) but with the small rise that was normally expected over the warmer summer months while travel was easier. There had been 20 referrals in June and 6 so far in July. Many of the most recent arrivals had been from Eritrea. There were currently 227 UASC in the care of the County Council and 886 UASC aged 18 and over.

**Unaccompanied Asylum-Seeking Children (UASC) Conference - 28 June 2018** – this had taken place at Oakwood House and had been a very useful opportunity for Kent to share its experiences of caring for UASC with other local authorities and for them to learn from Kent’s approach. Two former asylum-seeking young people had spoken well at the conference, including a young man who had previously presented to the Panel.

**Care Leaver Progression Partnership Conference - late June** – Mr Gough had opened this conference and taken the opportunity to promote the Lifelong Links project and Kent’s rent guarantor scheme. The conference had also discussed stigma and expectations, with the message that high expectations could be delivered. Two very successful former children in care, one from the USA and one from the UK, had spoken. The speaker from the USA was from Illinois, which, incidentally, had a very similar care population to the whole of England.

**Virtual School Kent Talent Showcase – 1 June 2018** – this had been excellent, and was much enjoyed by those who attended.

**Awareness of corporate parenting role of elected Members** – work was in hand to boost the understanding of the corporate parenting role beyond those Members who served on either the Corporate Parenting Panel or the Children, Young People and Education Cabinet Committee and to help them to be the best corporate parents they could be.

2. It was RESOLVED that the verbal updates be noted, with thanks.

### **93. Performance Scorecard for Children in Care (Item 8)**

*Maureen Robinson, Management Information Service Manager, was in attendance for this item.*

1. Mrs Robinson introduce the report and explained that all of the services were performing above the floor standard and that none had a red rating.
2. It was RESOLVED that the performance data in the children in care scorecard be noted and welcomed.

### **94. The National Fostering Stocktake - Foster Care in England: a review for the Department for Education by Sir Martin Narey and Mark Owers - February 2018, and the County Council's Fostering Service Business Plan, 2018 - 2019 (Item 9)**

*Nicola Anthony, Interim Head of Fostering, was in attendance for this item.*

1. Ms Smith introduced the report of the Stocktake undertaken by Martin Narey and Mark Owers. She and Ms Anthony responded to comments and questions from the Panel, including the following:-
  - a) asked if it was still the aim to keep sibling groups together, as Mr Narey seemed to be suggesting that this practice not always be followed, Ms Smith explained that the hope was that siblings would always be kept together, if at all possible. However, for practical reasons, it was occasionally necessary to separate a larger family to find suitable placements. When a family came into care, an early assessment was

made and a care plan drawn up for each child. Babies and very young children were more likely to be adopted, so would be placed with this ultimate aim in mind, while older siblings were harder to adopt and so would be more likely to stay together in foster care. Practically, larger groups of siblings were harder than smaller groups to place together;

- b) concern was expressed that older siblings would have developed the role of looking after their younger siblings and would wish to be able to continue this familiar arrangement. Ms Smith pointed out that some older siblings may have taken on the parenting role of younger siblings as a necessity due to the shortcomings of their own parents, and such an arrangement, although familiar, may not be in the best interests of the older child as they would miss out on their own childhood. Ms Smith assured the Panel that siblings would always be able to maintain contact with each other, in a way which best suited them. Decisions about placement and contact would always be made on a case-by-case basis. Ms Anthony added that the Council was seeking to recruit foster carers who were able to take on sibling groups so more could be kept together, as long as that was judged to be in the children's best interests. Mrs Hammond added that only Kent children were placed with Kent foster carers;
- c) regret was expressed that County Councillors no longer served on Adoption Panels, as this had given Members an opportunity to understand how adoption decisions were made. Those who had previously served on Adoption Panels spoke about the huge commitment required in preparing for and attending Adoption Panels and the difficult nature of the issues being discussed there, for which elected Members, as lay people, were not always prepared. Ms Smith advised that it was the court process, not the Adoption Panels, which decided which sibling groups were to be split when making placements, and such decisions were made only after a full assessment had been made. Mrs Hammond added that judging which families would be better split and which would not was a difficult role, but useful research had recently been undertaken into permanency planning. *She suggested that a report presenting this research be submitted to a future meeting of the Panel;*
- d) asked what control or regulatory role the County Council had in respect of private fostering arrangements, Ms Smith advised that private fostering did not involve Independent Fostering Agencies (IFAs) but private families, who were required to tell the County Council of a private fostering arrangement so the Council could monitor it. IFAs were part of separate fostering arrangements, over which the County Council had no regulatory authority. IFAs and the Council's own in-house fostering service were governed by the same fostering regulations, operated to a national minimum standard and were inspected by Ofsted; and
- e) a recommendation of the Stocktake was that local authorities share information and best practice with each other, to provide a better fostering service.

2. It was RESOLVED that the recommendations of the National Fostering Stocktake be noted, with the delivery of the Kent Fostering Business Plan, and a report on research into permanency planning be submitted to a future meeting of the Panel.

## **95. Report on the types of accommodation for Children in Care and Care Leavers**

*(Item 10)*

*Paul Startup, Head of Care Leavers 18 plus Service., was in attendance for this item.*

1. Ms Smith and Mr Startup introduced the report and, with Ms Hammond, responded to comments and questions from the Panel, including the following:-
  - a) accommodation for care leavers was monitored and inspected by the County Council, and personal advisors would visit young people regularly to see if they had any concerns about their tenancy or any problems with their accommodation. The County Council would always challenge a landlord where there were concerns about the maintenance or condition of a property;
  - b) the reference to 'residence not known' on the list of accommodation types and the numbers of young people in them referred to young people who were missing. This number included those missing in the short- and long-term and consisted largely of UASC over 18 who had gone to find family elsewhere in the UK within 24 hours of arriving in Kent. Kent retained responsibility for them even if they had taken themselves to another local authority area. Other young people who were included in the number were those who had chosen not to stay connected to their foster carers once they reached an age when they felt able to go where they wanted and do what they wanted;
  - c) the range of accommodation available was welcomed, and a *suggestion made that the Panel receive the information on a regular basis, perhaps annually;*
  - d) using a combination of in-house and IFAs, Kent was not necessarily able to meet all young people's needs at all times, and the large number of UASC who had arrived at the peak of 2015 had meant that IFAs had to be used more than they previously had been, and many of these UASC were still in the foster placements made at that time. Some placements would have been made if Kent was unable to accommodate a child with special needs, for example, for which the only local provider might be someone available through an IFA. However, Kent accommodated the highest percentage of its care population with its own in-house foster carers than any other authority in the UK; and
  - e) the Chairman suggested that the County Council could look at its own housing stock or estate to see if some premises might be suitable for use to accommodate care leavers. Some premises were used to provide training in household management, cooking, etc, for young people who were about to leave care.

2. Mr Startup advised the Panel that the County Council's new rent guarantor scheme had overcome some initial hurdles and was now starting to make progress. He had been liaising with letting agencies but some of these had been unused to working with a large local authority as guarantor and had initially been hesitant, being unfamiliar with the role of a corporate parent.
3. It was RESOLVED that the information set out in the report and given in response to comments and questions be noted, with thanks, and that a regular update report be made to the Panel.

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## CORPORATE PARENTING PANEL

MINUTES of a meeting of the Corporate Parenting Panel held in Darent Room - Sessions House on Wednesday, 19 September 2018.

PRESENT: Mrs A D Allen, MBE (Chairman), Ms J Bayford, Mr D L Brazier (Substitute for Mr G Cooke), Mr T Doran, Mr J Dumigan, Ms S Dunstan, Mr D Farrell, Ms L Fisher, Mr S Gray, Ms S Hamilton, Mrs S Hammond, Mr M J Northey, Mrs S Prendergast, Ms N Sayer and Ms C Smith

ALSO PRESENT: Mr R W Gough

IN ATTENDANCE: Mr M Dunkley CBE (Corporate Director for Children Young People and Education), Ms J Carpenter (School Bursar and Project Officer, Virtual School Kent) and Miss T A Grayell (Democratic Services Officer)

### UNRESTRICTED ITEMS

#### **96. Membership**

*(Item 1)*

The Panel noted a number of changes to its membership since the last meeting:

- Ida Linfield had replaced Trudy Dean
- Sue Dunn had retired from the County Council so had left the Panel
- Teresa Carpenter was no longer a Kent Foster Carer so had left the Panel
- Julianne Bayford and Justin Dumigan, Foster Carers, had joined as new Panel members

#### **97. Apologies and substitutes**

*(Item 2)*

1. Apologies for absence were received from Gary Cooke, Sue Gent, Reece Graves, Stuart Griffiths, Ida Linfield and Chloe-Elizabeth Mutton.
2. David Brazier was present as a substitute for Gary Cooke.

#### **98. Election of Vice-Chairman**

*(Item 3)*

1. The Chairman proposed that, due to the number of recent membership changes and the absence of a number of Panel members from the meeting, the Election of a new Vice-Chairman be deferred until the November meeting.
2. This was generally agreed.

## **99. Minutes of the meeting of the Panel held on 19 July 2018**

*(Item 4)*

It was RESOLVED that the minutes of the meeting held on 19 July 2018 are correctly recorded and they be signed by the Chairman. There were no matters arising.

## **100. Chairman's Announcements**

*(Item 5)*

1. The Chairman announced that Caitlin Deveraux from the Department for Education was attending the meeting as an observer, and welcomed Ms Deveraux to the meeting.

2. The Chairman also welcomed Julianne Bayford and Justin Dumigan to their first meeting as new members of the Panel.

## **101. Verbal Update from Our Children and Young People's Council (OCYPC)**

*(Item 6)*

1. Sophia Dunstan, Participation Support Assistant, Virtual School Kent (VSK), and Jo Carpenter, School Bursar and Project Officer, Virtual School Kent, gave a verbal update on the work of the OCYPC, the Super Council and the Young Adult Council and forthcoming participation events. They circulated some pictures of recent activity days and the recent VSK awards ceremony and thanked those who had attended the ceremony. *The text of these updates will be appended to these minutes.* With Mr Doran, Head Teacher of the VSK, they then responded to comments and questions from the Panel, including the following:

- a) the establishment of a boys' pilot support group was welcomed, to mirror the girls' groups. It was good that these groups were available to support young people in whatever way they wanted to express themselves;
- b) the success of the several children in care recently going to university was welcomed. It was important that young people be supported to take up a university place if they wished to, and also to support others to realise that this was a possibility for them. Many young people historically had been told that this was not an option for someone in care. Young people securing a place but worried about affording accommodation would be supported by the County Council's new rent guarantor scheme. Mr Doran added that VSK had a social mobility plan to support children in care to attend grammar schools and were doing much work to extend this to university attendance;
- c) it would be good to start encouraging children from primary school onwards to aspire to further and higher education, starting with an expectation that they would sit the Kent Test. Encouraging children in this way was part of the role of a good foster carer; and
- d) foster children who had attended VSK activity days had been much inspired by the care leavers they met there, which showed what a great value the VSK Participation Team had as role models who encouraged children in care to network and gain confidence. Mr Doran added that one



former child in care, aged 19, had written and illustrated a book, which had recently been published, with the aim of encouraging other young people in care;

2. Ms Carpenter advised the Panel that work was in hand to expand the membership of the Recruit Crew, which attended and participated at interview panels for social workers, foster carers and adopters. To help young people to play a larger part in these panels, meetings would be scheduled to avoid school and college times. The Chairman added that meetings of the Corporate Parenting Panel would also be scheduled in school holidays wherever possible.

3. It was RESOLVED that the verbal updates be noted, with thanks.

## **102. Verbal Update by Cabinet Member**

*(Item 7)*

1. The Cabinet Member for Children, Young People and Education, Roger Gough, gave a verbal update on the following issues:-

***Change for Kent Children*** – as part of a national programme, this would include a series of projects around the county to address key challenges for children in care, such as closer integration of social care and early help services, integration work with schools, placement stability, better risk management, recruitment and retention of foster carers and academic attainment of children in care. The aim was to establish new models for these work areas by April 2019, as part of an improvement of services for young people. Mr Gough undertook to update the Panel on this work as it progressed.

***Unaccompanied Asylum-Seeking Children (UASC) update*** – so far in 2018 there had been only 108 new arrivals, with a slight rise over the warmer summer months, as was usually expected. Most had come from Eritrea, Ethiopia and Sudan. Kent currently had 244 UASC under 18 and 887 care leavers of 18+. As expected, more would attain care leaver status in January, as 1 January each year was given as a date of birth for UASC arriving who did not know, or would not give, their date of birth.

***Virtual School Kent (VSK) Awards Day*** – Mr Gough said how much he had enjoyed the awards day, and how much he knew young people had also enjoyed it. He thanked Sophia Dunstan, Jo Carpenter and the VSK team for their work in organising the event. This year saw the first young people to have completed 100 hours with the Young People's University.

2. It was RESOLVED that the verbal updates be noted, with thanks.

## **103. Performance Scorecard for Children in Care**

*(Item 8)*

1. Caroline Smith, Interim Assistant Director, Corporate Parenting, introduced the report and highlighted that most performance was rated green and was moving in the right direction. She thanked Nancy Sayer, Designated Nurse for Looked After Children, for the joint working which had improved the recording of health data.

2. In response to a question about the number of children excluded from school who had additional needs, Mr Doran explained that this data was recorded and undertook to supply this information to the Panel at its next meeting.

3. It was RESOLVED that the performance data in the children in care scorecard be noted, with thanks.

**104. Report on children and young people in Cookham Wood Young Offenders Institute (YOI) and Medway Secure Training Centre (STC)**  
(Item 9)

1. Louise Fisher, Head of Kent Youth Justice Service and Head of Service for Early Help (South Kent), introduced the report and highlighted key points, as follows:-

- i. all young people in the youth custody system last year were boys;
- ii. Cookham Wood and Medway STC had both recently been inspected and had improved since past inspections. The regime at Medway STC had been commended for improvements to make it more like a school environment, such as all boys eating together and having recreation time on a grassed area;
- iii. all young people in custody would have an allocated youth worker, and some also had social workers;
- iv. education and health care provision had improved, with boys being able to get help when their education had been interrupted; and
- v. plans for a young person's resettlement were started as soon as they were sentenced, so the plan was clear from the outset.

2. Ms Fisher responded to comments and questions from the Panel, including the following:-

- a) the number of young people in custody in Kent had decreased dramatically in the last ten years, from 125 to 24. The Youth Justice Board had given local authorities resources for diversionary work to protect young people at risk of being taken into custody. Although there were now fewer, those in custody had more complex needs and required more time and one-to-one work to achieve successful rehabilitation;
- b) the effectiveness of the work of the Youth Justice system in improving the lives and prospects of young people was praised;
- c) the frequency of reports on this subject to the Panel was discussed and an annual pattern was favoured;
- d) a concern was raised about the potential role Corporate Parents could play in supporting young people in custody;
- e) asked about ongoing contact with a young person's family, once they had been taken into custody, Ms Fisher explained that many young people who had families would return to them once their sentence and their child in care status had ended. Family members were also actively involved in meetings; and
- f) the recruitment of a Youth Justice Apprentice was welcomed and it was hoped that this apprentice could attend a future Panel meeting.

3. It was RESOLVED that the support and safeguarding of children and young people in custody be welcomed, with interest, and the new Youth Justice Apprentice, when appointed, be invited to attend a future meeting of the Panel.

### **105. Annual Report 2017 to 2018 - Adoption Services**

*(Item 10)*

1. Sarah Skinner, Head of Adoption Service, introduced the report and responded to comments and questions from the Panel, including:

- a) asked about the comparison between Kent's adoption figures and the national picture, Mrs Skinner explained that the number of adoption placements made nationally had reduced, while Kent had increased its number of approved adopters. Adopters could be single, married, in a civil partnership or divorced. During 2017-18, Kent exceeded Government targets for children who have been adopted, including the four-month target for the time between an Adoption Plan being agreed and a suitable adopter being identified;
- b) asked about the Foster to Adopt scheme, Mrs Skinner explained that Foster to Adopt was a scheme whereby prospective adopters could be assessed and approved as adopters but also foster carers. If a baby or very young child's care plan were one of adoption, and all family members had been assessed and felt not suitable to adopt the child, a Foster to Adopt placement can be sought, so the child should not return to his or her birth parents. This would reduce the need for the child to move in the future. The risk was that, having made such a placement, the Court may not agree with the local authority's plan of adoption and the child may be removed from the placement. Such cases were rare, however, and out of 40 placements in the last year, only two children had returned to their birth families. Foster carers wishing to adopt would be trained for that purpose;
- c) foster carers on the Panel spoke of their varied experiences with children going on to be adopted, and of the difficulties of adjusting to a child with whom they and their family had bonded moving on. Some adopters may not identify the impact that an adoption had on foster carers who might have been caring for a child for some time. Mrs Skinner acknowledged the difficulty of the transition for those involved and told the Panel about a peer mentoring scheme being developed in conjunction with the fostering service, whereby foster carers who had been through the process could support those experiencing a similar situation, and the plan to mirror the adopters' training programme with foster carers. This initiative was welcomed;
- d) Mr Dunkley highlighted the need for such support work to include the children of foster carers, as they had also bonded with their foster siblings and also experienced the difficulty of being separated from them;
- e) asked about the support available for post-adoption breakdown, Mrs Skinner explained that post-placement breakdown was rare; there had been 107 adoption placements in the last year and only two of these had

broken down. Both of these had involved sibling groups. She emphasised that, although Government targets guided the time taken to make a placement, it was important to take sufficient time over the matching process to make a good placement and avoid disruption;

- f) pre-adoption events included peer support, and experienced adopters helped those who were preparing to adopt for the first time;
- g) it was sometimes difficult for the County Council to keep contact with adopters after an Adoption Order had been made as the Council no longer had a formal role, and some families moved away and lost touch;
- h) discussion returned to the question of elected Council Members serving on Adoption Panels, a subject which arose periodically when discussing the adoption process. Mrs Skinner advised that this had been investigated previously and had been judged not to be a good use of Members' time, as well as involving onerous amounts of reading and preparation;
- i) asked about special guardianship orders (SGOs), Mrs Skinner explained that an SGO would end a child's local authority care status. Some SGOs, however, did not involve local authority children in care. Mr Doran added that new regulations for the Virtual School Kent meant that it would be part of the pathway for the SGO process, if a child had been in care prior to the SGO being granted;
- j) asked why fewer people were coming forward for approval as adopters, and if this could be due in part to the length of the process or the rigorous questioning of applicants, which some may find over-intrusive or off-putting, Mrs Skinner said she was confident of the process and that questioning was as thorough as it needed to be to identify suitable candidates. Adoption panels were chaired by people experienced in interviewing thoroughly but sensitively. The County Council had been criticised by Ofsted in the past for taking too long over its adoption process, and since 2012 had sought to reduce delay. Sometimes adopters asked to slow down the process, for example, if they were experiencing disturbance to family life due to bereavement or redundancy. The reduction in the number of prospective adopters coming forward could in part be due to changes in fertility treatment, which made it easier for some couples to have their own family. Mrs Skinner reassured the Panel that Kent was not currently struggling to attract adopters, although other local authorities were; and
- k) Mrs Skinner advised the Panel that National Adoption Week 2018 would take place on 15 to 21 October 2018.

2. Ms Smith advised the Panel that the County Council's Adoption Team had won a national award for excellence in post-adoption support. The Panel congratulated Mrs Skinner and her team on this achievement.

3. It was RESOLVED that:-

- a) the information contained within the report, and the Panel's comments on the range of services provided, and their suitability to meet the needs of adoptees and their families, be noted; and
- b) the Panel's congratulations be passed to the Adoption team for their success in winning a national award for excellence in post-adoption support.

## **106. Review of the 18 Plus Care Leavers Service**

*(Item 11)*

1. Paul Startup, Head of the Care Leavers' Service, introduced the report and set out the changes being made to the service as a result of new guidance in the Children and Social Work Act 2017:-

- i. most care leavers of 21+ opted to continue receiving services from the team;
- ii. the service was currently dealing with a substantial increase in the number of care leavers year on year, as many of the high number of unaccompanied Asylum-seeking children arriving in the county in 2015 were now reaching the age of 18 and attaining care leaver status;
- iii. to cope with the above, and give greater stability and consistency, the service had gained a permanent management team and more personal advisors;
- iv. two new service managers had been recruited, to work with UASC and young people transitioning from children in care to care leaver status, and personal advisors would be allocated earlier, to help young people to transition;
- v. care leavers in custody would be given a care plan to assist their transition upon release;
- vi. the rent guarantor scheme had had a good take-up, and landlords were gradually grasping the concept of the County Council standing as guarantor; and
- vii. the new local offer was on target to launch in December 2018.

2. Mr Startup and Ms Hammond, Director of Integrated Children's Services East (Social Work Lead) then responded to comments and questions from the Panel, including the following:-

- a) asked about the availability of suitable accommodation for care leavers, Mr Startup explained that it was sometimes difficult to find the right place and that, in some areas, suitable accommodation was harder to find and afford. Young people could not always be found a place in the area where they most wanted to live, but the service would always avoid placing a young person where they felt they would be vulnerable;
- b) asked if a young person who had 'opted out' of the service could change their mind and opt back in, Mr Startup confirmed that this could be done as soon as a request to do so was received;
- c) Ms Hammond explained that, although there was no duty upon Borough and District Councils to provide accommodation for care leavers as part of

its housing stock, the County Council as Corporate Parent had a duty to ensure that all care leavers had secure and safe accommodation; and

- d) Mr Startup advised that all care leavers would be sent a letter setting out the changes arising from the new legislation and would be sent an online survey in October 2018 to seek their views on the service. The outcomes of that survey would be reported to a future meeting of the Corporate Parenting Panel.

3. It was RESOLVED that:-

- a) the proposed structure of the 18plus Care Leaving Service, to meet the increasing demand of unaccompanied asylum-seeking children transitioning into the service, and the progress to date, be noted; and
- b) the outcome of the care leavers' survey be reported to a future meeting of the Corporate Parenting Panel.

**From:** Ben Watts (General Counsel)  
**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018  
**Subject:** Children's, Young People and Education Cabinet Committee Meeting Dates - 2019/20 – For Information Only

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

**Summary:** This report provides details of the 2019/20 meeting dates for the Children's, Young People and Education Cabinet Committee.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note the Children's, Young People and Education Cabinet Committee meeting dates for 2019/20.

**Children's, Young People and Education Cabinet Committee meeting dates for 2019:**

- 11<sup>th</sup> January 2019
- 28<sup>th</sup> March 2019
- 7<sup>th</sup> May 2019
- 28<sup>th</sup> June 2019
- 1<sup>st</sup> October 2019
- 15<sup>th</sup> November 2019

**Children's, Young People and Education Cabinet Committee meeting dates for 2020:**

- 10<sup>th</sup> January 2020
- 11<sup>th</sup> March 2020
- 5<sup>th</sup> May 2020

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to note the Children's, Young People and Education Cabinet Committee meeting dates for 2019/20.

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Verbal update by the Cabinet Member and Corporate Director

**Classification:** Unrestricted

**Electoral Divisions:** All

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The Cabinet Member and Corporate Director will verbally update Members of the Committee on: -

- Change for Kent Children
- National Children and Adult Services Conference
- Kent Fostering Appreciation Awards

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**From:** Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Proposal to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019

**Decision Number:** 18/00057

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Ashford South (Dara Farrell)

**Summary:** This report sets out the results of the public consultation on the proposal to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019.

**Recommendation(s):**

**The Children's, Young People and Education Cabinet Committee is asked to**

- I. consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to issue Public Notice to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019.

## 1. Introduction

- 1.1 Kent County Council (KCC) as the Strategic Commissioner of Education Provision in the County is responsible for ensuring there are sufficient high-quality school places for all learners, including pupils with Special Educational Needs. Over the 5 years 2013/14 to 2017/8 the number of Education, Health & Care Plans (EHCPs) issued for pupils with SLCN as their primary need increased from 1,002 to 1,584, this is a 58% increase over the 5-year period.
- 1.2 SLCN is second only to ASD as the most prevalent need type for which an EHCP is issued. As total school rolls continue to rise across the County we expect to see further increases in the numbers of pupils in need of specialist support and it is the responsibility of the Local Authority to commission these places.
- 1.3 The nearest provisions for children with SLCN outside of the District are in Canterbury or Hythe.

## 2. Proposal

- 2.1 KCC, with the support of the Governing Body of John Wesley Church of England Methodist Primary School (John Wesley CEMPS) are proposing to establish a new 14 place Specialist Resource Provision (SRP) for children with Speech, Language and Communication Needs (SLCN) from September 2019. Children attending the SRP will have a primary diagnosis of Developmental Language Disorder (formally known as a Specific Language Impairment) which requires intensive speech and language therapy delivered a therapist and specialist teaching.
- 2.2 KCC believes that the staff at John Wesley CEMPS have a high degree of skill and experience at supporting children with speech and language issues. We believe they are well placed to develop further from this starting point and therefore the School can provide the specialist places needed for pupils with SLCN delivered by a specialist, particularly those with a Developmental Language Disorder in this part of the County.
- 2.3 We envisage the SRP opening with 4-6 pupils. It will grow to capacity over a number of years.
- 2.4 This report sets out the results of the public consultation, which took place between 10 September 2018 and 19 October 2018. A public meeting was held on 25 September 2018.

### **3. Financial Implications**

- 3.1 a. Capital –No addition capital funding is needed as the school has capacity to host the SRP in present accommodation.
- b. Revenue - The School will receive increased funding through the delegated budget. This amounts to £10,000 per commissioned place, plus ‘top up’ funding in line with KCC policy. This varies according to need type.
- c. Human – The School will appoint additional staff as required, as the SRP size increases and the need arises.

### **4. Vision and Priorities for Improvement**

- 4.1 This proposal will help to secure our ambition that “Every child and young person should be able to go to a good or outstanding Early Years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve” as set out in Vision and Priorities for Improvement 2018-2021.

### **5. Consultation Outcomes**

- 5.1 A total of 23 written responses were received. A summary of the comments received is provided at Appendix 1. 22 respondents were in agreement with the proposal, seeing this as a positive addition.
- 5.2 A summary of the public consultation meeting is attached at Appendix 2. No members of the public attended, although school staff and colleagues from the Specialist Teaching Service and Speech and Language Therapy Service attended.
- 5.3 An Equality Impact Assessment has been completed as part of the consultation. To date no comments have been received and no changes are required to the Equality Impact Assessment.

### **6. Views**

- 6.1 The view of the Local Member: Page 40

*Cllr Dara Farrell is supportive of the proposal.*

6.2 The view of the Headteacher and Governing Body:

Mrs C Clark- Acting Headteacher / Mrs C Rae- Chair of Governors

*As a school we fully support the proposal put to us by KCC.*

*Our intake already includes a number of children with SLCN. Therefore, we already have a good degree of skill and experience when supporting these children.*

*From this high starting point the staff want to develop their skills in order to further support children with SLCN.*

*Speech, language and communication are the building blocks of all learning and life skills whatever your ability. The training that we have started, which will continue through this academic year, will enable staff to further support all children. Understanding the process of how children develop their language skills will enable us to extend vocabulary use and pin point specific areas where all children can improve. We will be able to support parents by sharing ideas as to how they can support their children. This will further develop our home and school relationship.*

*Establishing a SRP for SLCN at John Wesley will further enrich what we already offer our school community.*

6.3. The view of the Area Education Officer, David Adams:

*The staff at John Wesley CEMPS have fully embraced the proposal. They have undertaken training that will help them to support the learning and development of children with speech and language issues whether or not the establishment of an SRP is approved. I believe the School is well placed to address the need for specialist places for pupils with SLCN in this part of the County.*

6.4 The view of the Interim Head of SEN, Louise Langley:

*The addition of John Wesley's SLCN SRP will be a great asset to the Ashford district offer of SEN support. With intensive early intervention in primary school, children with SLCN can achieve better outcomes and narrow the attainment gap with their peers. The expertise of the staff within the SRP will also add to the universal speech and language provision of the school which means all pupils will benefit from a language enriched environment.*

**7. Delegation to Officers**

7.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council's Constitution, provides a clear and appropriate link between this decision and the actions needed to implement it.

**8. Conclusions**

8.1 The need to increase provision for pupils with SLCN is clear. The addition of a Specialist Resource Provision at John Wesley CEM Primary for pupils with such a need will increase the number of specialist place for pupils with SLCN in the District. Enabling more pupils to receive the specialist support needed in their home locality.

## 9. Recommendation(s)

### **The Children's, Young People and Education Cabinet Committee is asked to**

- I. consider and endorse or make recommendations to the Cabinet Member for Children, Young People and Education on the decision to issue Public Notice to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019.

## 10. Background Documents

### 10.1 Vision and Priorities for Improvement

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>

### 10.2 Commissioning Plan for Education Provision in Kent 2018-22

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

## 11. Contact details

Report Author:

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Area Education Officer – South Kent  
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Relevant Director:

Keith Abbott  
Director of Education Planning and Access  
03000 417008  
[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

18/00057

For publication

**Subject: Proposal to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019.**

Decision:

**As Cabinet Member for Children, Young People and Education I agree to:**

issue Public Notice to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN) from September 2019.

Should objections, not already considered by me when taking this decision, be received during the public notice period a separate decision will be required in order to continue the proposal and allow for a proper consideration of the points raised.

Reason(s) for decision:

In reaching this decision I have taken into account:

- Over the 5 years 2013/14 to 2017/8 the number of statements issued for pupils with SLCN as their primary need increased from 1,002 to 1,584, this is a 58% increase over the 5-year period.
- SLCN is second only to ASD as the most prevalent need type for which an EHCP is issued.
- As total school rolls continue to rise across the County we would expect to see further increases in the numbers of pupils in need of specialist support and it is the responsibility of the Local Authority to commission these places.
- The views expressed by those attending the public consultation meeting on 19 September 2016, and those put in writing in response to the consultation;
- The views of the local County Councillor, Area Education Officer; Interim Head of SEN, Headteacher and Governing Body of John Wesley CE Methodist Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Children's, Young People and Education Cabinet Committee which are set out below

### Financial Implications

- a) Capital –No addition capital funding is needed as the school has capacity to host the SRP in present accommodation
- b) Revenue - The School will receive increased funding through the delegated budget. This amounts to £10,000 per commissioned place plus the 'Top Up' funding in line with KCC policy. This varies according to need type.
- c) Human – The School will appoint additional staff as required, as the SRP size increases

and the need arises.

Cabinet Committee recommendations and other consultation:  
To be added after committee meeting

Any alternatives considered:

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

.....

**Signed**

.....

**Date**



**Proposal to establish a new 14 place Specialist Resource Provision (SRP) at John Wesley Church of England Methodist Primary School for children with Speech, Language and Communication Needs (SLCN)**

Printed Consultation Documents distributed: 460  
Consultation responses received: 23

A summary of the responses received showed:

	<b>In Favour</b>	<b>Opposed</b>	<b>Undecided</b>	<b>Totals</b>
Staff	18	0	0	18
Parents	4	0	0	4
Governors	0	0	0	0
Resident	0	0	0	0
Other	0	0	1	1
<b>Totals</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>23</b>

Comments in favour of the proposal:

- There is a greater need for speech and language provision across the school.
- Access to knowledge and resources will ensure these SEN children have a greater chance of progressing.
- This will be a fantastic addition to the school.
- The SRP would be greatly valued at our school where speech, language and communication needs are a growing concern. It would complement the inclusive ethos of our school and enhance the learning of those who need it.
- Specialist training will enhance teaching for all pupils at the School.
- Children entering our school, especially at Foundation Stage, have increasing speech and language issues.
- Children will benefit greatly from having specialist help with their speech, language and communication needs.
- This is an important provision that will be a huge benefit to pupil in the area.
- It will be a great asset to the school. There is a big need for more specialist provision in Ashford and this would be a benefit to pupils needing the provision and for the pupils already in the school.
- The ethos and community feel of the school is conducive to being an inclusive environment for a SRP.

Concerns raised:

- We already have such a large percentage of SEN pupils. Anymore will disadvantage pupils and teachers alike.

**Consultation on a proposal to establish a Specialist Resource Provision  
At John Wesley CEM Primary School**

**Tuesday 25 September 2018**

In Attendance:	C Clark	CC	Acting Headteacher
	C Rae	CR	Chair of Governors
	Karen Hanks	KH	SENCO
	David Adams	DA	Area Education Officer (SK) - KCC
	Lee Round	LR	Area Schools Organisation Officer
	Louise Langley	LL	Interim Head of SEN
	T Rutherford	TR	Area SEND Provision Evaluation Officer and SLCN Lead
	Sonya Sivyer	SS	Speech and Language Therapist Team Leader Children and Young People's Therapy Service, Ashford
	Andrea Hedges	AH	Speech and Language Therapist NHS

Four people attended the public meeting. They were all members of staff from John Wesley CEMPS.

**Purpose of the Meeting**

To explain the proposal to establish a Specialist Resource Provision for pupils with Speech, Language and Communication Needs and John Wesley CEM Primary School.

DA welcomed people to the meeting, introduced the KCC officers and explained the proposal in detail.

**Questions asked**

<b>Question</b>	<b>Response</b>
There is a child in my class with an Education and Health Care Plan. Some of their needs are speech and language related. Will that mean that some of their support would be reduced as they will have access to the Unit?	<p>LL: Placement within the SRP has to be part of the statutory assessment process and can only be changed following an annual review. If it is felt that placement in the SRP would be better for the child then the ECHP can be amended. This is not always required for every child. They will benefit from the SRP being here.</p> <p>SS: the NHS will provide two Speech and Language Therapists who will be able to help with discussions around specific pupils and their clinical need.</p> <p>LR: The benefit of having an SRP is that it can provide some flexibility in the way that it works. The fact that pupils may not be on roll in the SRP does not mean that they will not have access to it. There may be times</p>

	<p>when pupils on the SRP roll are in the mainstream school and pupils on the mainstream roll are in the SRP working with pupils on roll there.</p> <p>DA: Having the SRP will ensure that the skill sets, and the level of expertise will be going up across the school. This will not just benefit those sitting at the top end of need but those just below.</p> <p>CC: Having speech therapists around will give staff the opportunities to have conversations about individual pupils.</p> <p>AH: The speech therapists have a huge amount of physical resources that can be shared.</p> <p>SS: We have seen in other provisions that if you have children in the mainstream who may be low in confidence and be reluctant communicators working with a peer group in the SRP can build their confidence and self-esteem and give them responsibility as they can help others.</p>
<p>Will there be enough children to keep the SRP at John Wallis and John Wesley CEMPS going?</p>	<p>DA: Fewer pupils are being placed at John Wallis, so we do need provision in Ashford as the nearest provisions are in Canterbury and Hythe. This would be a long way for pupils at a primary age to travel. We know that ASD and SLCN are our two main growth areas in respect of EHCP applications. We know there are parental and societal concerns around early acquisition of language. When we talk to Headteachers this tends to be the big issue.</p> <p>TR: We know that children with development language disorder are not always being identified at the level that they should be, so those pupils are out there.</p> <p>DA: The proposal is to grow the provision over three years. We will continue to work with the school to identify whether the numbers of places commissioned will need to increase at a faster or slower rate.</p> <p>LL: TR oversees the speech and language SRPs. She will consult with the school as to the capacity that the school has and the number of places that the school can offer.</p>
<p>Will the LA take into account the number of</p>	<p>DA: The LA is the decision maker in terms</p>

pupils with EHCPs directed to the school when commissioning places?	of EHCPs which means we can be the 'gatekeeper' of the provision for the Local Authority. This helps to manage the applications to the provision.
	LL: We will have discussions 12 months in advance of any changes, so we know what capacity you have.

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

**Directorate/ Service: Children, Young People and Education**

**Name of decision, policy, procedure, project or service:**

- To add a Specialist Resource Provision (SRP) for 14 pupils with Speech, Language and Communication Needs (SLCN) at John Wesley CEM Primary School, Ashford

**Responsible Owner/ Senior Officer:** David Adams

**Version:** 1

**Author:** Lee Round

**Pathway of Equality Analysis: CYPE Cabinet Committee November 2018**

**Summary and recommendations of equality analysis/impact assessment.**

We are proposing to add a new 14 place Specialist Resource Provision (SRP) at John Wesley CEMPS for children with Speech, Language and Communication Needs (SLCN). This is in response to Kent County Council's Special Educational Needs Strategy 2017-19 which identified a need to:

- *Develop the quality and capacity of early years providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability, especially in supporting learners with autism and speech and language needs.*

KCC believes that the staff at John Wesley CEMPS have a high degree of skill and experience at supporting children with speech and language issues. We believe they are well placed to develop further from this high starting point and can therefore address the need for further specialist places for pupils with speech and language needs in this part of the County.

**Summary of equality impact**

It is believed that the proposal will have a positive impact for pupils with SLCN in the District. No negative impact has been identified so far. This will be reviewed following the consultation period. If the proposed changes negatively affect any Protected Group less favourably than others in Kent actions will be identified to mitigate this.

**Adverse Equality Impact Rating** **Low**

**Attestation**

Updated 21/11/2018

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposal to add a new 14 place Specialist Resource Provision (SRP) at John Wesley CEMPS for children with Speech, Language and Communication Needs (SLCN). I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**

Signed:

Name: Keith Abbott



Job Title:

Director - Education Planning and

Access

Date: 6-9-18

**DMT Member**

Signed:

Name: David Adams



Job Title:

Area Education Officer

Date: 6-9-18

**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 EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				High positive impact as the creation of specialist places will mean that local families with primary aged children will benefit from the specialist facilities provided by John Wesley CEM Primary School.
<b>Disability</b>				High positive impact as there will be more places available to meet the needs of children with SLCN in the Ashford District.
<b>Gender</b>				N/A
<b>Gender identity/ Transgender</b>				N/A
<b>Race</b>				N/A
<b>Religion and Belief</b>				The school will accept statemented SEN children with SLCN naming the

				school on their statement whether of faith or no faith. The curriculum covers all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				High positive impact as the creation of specialist places will mean that Carers and parents may be able to access a specialist facility in their local area reducing travel times.



Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto: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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**From:** Roger Gough, Cabinet Member for Children, Young People and Education  
Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Establishing a 15 place Specialist Resource Provision at Kings Farm Primary School

**Decision Number:** 18/00059

**Classification:** Unrestricted

**Past Pathway of Paper:** None

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

**Electoral Division:** Gravesend East - Diane Marsh

**Summary:**

This report informs the Cabinet Committee of the proposal to establish a 15 place Specialist Resource Provision at Kings Farm Primary School, Gravesend.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to

- I. Consider the results of a consultation to seek opinions on the establishment of a 15 place Specialist Resource Provision at Kings Farm Primary School.
- II. Make a recommendation to the Cabinet Member for Children, Young People and Education to issue a statutory public notice to establish a 15 place Special Resource Provision at Kings Farm Primary School from September 2019.

## **1. Introduction**

1.1 Kings Farm Primary School is a community primary school in Gravesend with a PAN of 52. Ofsted judged the school to be Good in all areas in May 2018.

1.2 Kent County Council held a public consultation on a proposal to make prescribed alterations to the school to add a 15 place Specialist Resource Provision (SRP) for children whose primary barrier to learning is Autism Spectrum Disorder

(ASD). The consultation ran for a four-week period from 24 September to 22 October 2018.

## **2. Financial Implications**

### **2.1. Capital**

There will be minor changes made to the internal layout of two teaching rooms at the school. It is envisaged that this can be met within the schools' own resources, with no draw on the KCC Capital Budget.

### **2.2. Revenue**

The LA will agree the number of places with the school, to a maximum of 15. These will be funded through the delegated budget. This amounts to £10,000 per commissioned place plus 'top up' funding in line with KCC policy.

### **2.3. Human**

Kings Farm Primary will recruit staff for the SRP as the need arises and increases.

## **3. Vision and priorities for Improvement**

3.1 Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) aims to address, amongst other things, gaps in provision. It has a priority to create at least 275 additional places for ASD and SEMH. The Commissioning Plan for Education Provision in Kent (2018-22) states the intention to commission additional Special School provision along with additional SRP places.

3.2 As the strategic commissioner of school provision, the Local Authority has a duty to ensure that there are sufficient school places for the residents of Kent, including sufficient special educational needs places.

## **4. Views**

### **4.1 The view of the local Member:**

Diane Marsh, the Local Member for Gravesend East has been informed of the plans.

### **4.2 The view of the Headteacher and Governing Body:**

The school, Headteacher and Governing Body fully support the planned proposal.

### **4.3 The view of the Area Education Officer**

Kings Farm School is a good school and we support the proposal to establish a 15 place SRP.

## **5. Public Consultation**

### **5.1 Consultation Timetable:**

Public Consultation period	24 September to 22 October 2018
Public Meeting date	5 October 2018
CYPE meeting	29 November 2018
Public Notice period	December 2018

CYPE meeting (record of decision)	January 2019
Four-week appeal period	Jan/Feb 2019
Implementation	September 2019

## 5.2 Outcome of the responses to the Consultation:

The consultation was distributed to parents/carers, staff and governors at Kings Farm Primary School, the local Members, Gravesham Borough Council, The Member of Parliament, the Diocesan Authorities, local libraries and others.

A consultation page was set up on Kent.gov.uk. The link to the website was circulated to statutory stakeholders. All interested parties were provided with the opportunity to send in responses via the school, by post and email.

A drop-in consultation event was organised by the School on 2 October 2018 between 3:30pm and 6pm. This provided the opportunity for parent/carers to ask any questions regarding the proposal. One parent attended, and the parent's opinion was in favour.

Following the closure of the consultation 18 responses were received. 17 were positive, 0 negative and 1 undecided. A summary of all written responses is attached at Appendix 1.

5.3 An equalities Impact assessment has been completed as part of the consultation. No comments have been received.

## 6. Recommendations

Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to

- I. Consider the results of a consultation to seek opinions on the establishment of a 15 place Specialist Resource Provision at Kings Farm Primary School.
- II. Make a recommendation to the Cabinet Member for Children, Young People and Education to issue a statutory public notice to establish a 15 place Special Resource Provision at Kings Farm Primary School from September 2019.

## 7. Background Documents

7.1 Vision and Priorities for Improvement 2018-2021

[http://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf](http://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf)

7.2 Commissioning Plan for Education Provision in Kent 2018-2022

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

7.3 SEND Strategy  
[www.kent.gov.uk/sendstrategy](http://www.kent.gov.uk/sendstrategy)

## **8. Contact Details**

Report Author:  
Ian Watts  
Area Education Officer – North Kent  
03000 418794  
[ian.watts@kent.gov.uk](mailto:ian.watts@kent.gov.uk)

Relevant Director:  
Keith Abbott  
Director of Education Planning and Access  
03000 417008  
[Keith.abbott@kent.gov.uk](mailto:Keith.abbott@kent.gov.uk)

## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

18/00059

For publication

**Subject: Establishing a 15 place Specialist Resource Provision at Kings Farm Primary School**

Decision:

**As Cabinet Member for Children, Young People and Education, having taken into account the recommendation of the Children, Young People and Education Cabinet Committee, I agree that a Public Notice be issued.**

Reason(s) for decision:

In reaching this decision I have taken into account:

- The need for additional ASD places to meet increasing demand, as set out in Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND).
- That these proposals will have a positive impact in Gravesham as Kings Farm Primary School will be able to provide support to pupils with a diagnosis of ASD.
- The views of the local County Councillor, Area Education Officer; Headteacher and Governing Body of Kings Farm Primary School;
- The Equalities Impact Assessment and comments received regarding this; and
- the views of the Children, Young People and Education Cabinet Committee which are set out below

### **Financial Implications**

#### Capital

There will be minor changes made to the internal layout of a teaching room at the school. It is envisaged that this can be met within the schools' own resources, with no draw on the KCC Capital Budget.

#### Revenue

The LA will agree the number of places with the school, to a maximum of 15.

#### Human

Kings Farm Primary will recruit staff for the SRP as the need arises and increases.

Cabinet Committee recommendations and other consultation:

To be added after Committee meeting

Any alternatives considered:  
None

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

.....  
**Signed**

.....  
**Date**



## Appendix 1

### Kings Farm Primary School Special Resource Provision Summary of Written Responses

Printed Consultation Documents distributed:  
Consultation responses received:

A summary of the responses received showed that:

	In Favour	Undecided	Opposed
Governors			
Staff	1		
Parents	16	1	
Pupils			
Other			
<b>Totals</b>	<b>17</b>	<b>1</b>	<b>0</b>

#### Comments in favour of the proposal:

- Have successful inclusive provision with Ifield SEN nursery group within KF nursery and so this SRP will give parents more options.
- Provide equal opportunities for all children
- Excellent development
- Of benefit to many children
- Brilliant idea
- Good idea

#### Comments against the proposal:

- None

#### Undecided Comments included:

- None

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

**Directorate/ Service:** Children, Young People and Education

**Name of decision, policy, procedure, project or service:**

Kings Farm Primary School (Gravesend) are creating a 15 place Special Resourced Provision (SRP) for Autism Spectrum Disorder (ASD)

**Responsible Owner/ Senior Officer:** Ian Watts

**Version:** 1

**Author:** David Hart

**Pathway of Equality Analysis:** N/A

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

KCC currently does not have sufficient local specialist provision in mainstream schools and too many children and young people have to go to a Special School far from home to have their education, health and care needs met.

We have published a Strategy to improve the outcomes for Kent's children and young people with SEN and those who are disabled (SEND) as our current special school capacity has not kept pace with population growth and changing needs and we are spending too much on transporting children to schools far away from their local communities.

The Commissioning Plan for Education Provision in Kent 2018-2022 sets out our commissioning intentions for SEN which include overarching aims to: -

- Increase the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the Statutory changes (required by the Children and Families Act 2014)
- Address gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

KCC's SEND Strategy 2017-2019 includes the following stated aims:

- To have a well-planned continuum of provision from birth to aged 25 that meets the needs of children and young people with SEND and their families.
- Improve transition planning.

Kent's Strategy set out an intention to provide additional places for pupils with the following need types: Autism Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), and Social, Emotional and Mental Health. (SEMH)

A proportion of the specialist places commissioned will be in Primary and Secondary SRPs

### **Aims and Objectives**

- Ensure there are sufficient special school places available for children in Gravesham district.
- Ensure that there is sufficient local provision through SRPs and satellites at mainstream school sites.
- Children with complex needs and ASD will be able to attend SRP provision in mainstream primary and secondary schools.

### **Summary of equality impact**

No adverse impacts have been identified at this stage; however, the outcome of the public consultation and community consultation will enable the Local Authority to test out these assumptions.

Positive impacts that have been identified are:

- That children with ASD needs in the Gravesham district will be able to attend provision local to their homes.
- Children with complex Needs and ASD will be able to attend SRP provision in mainstream primary and secondary schools.
- There will be an increase in the total number of places available for children with ASD.

### **Adverse Equality Impact Rating Low**

#### **Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Kings Farm Primary School. I agree with risk ratings and the action(s) to mitigate any adverse impact(s) that has /have been identified.

#### **Head of Service**

Signed:

Name: Ian Watts

Job Title: Area Education Officer (North Kent)

Date: 12 September 2018

#### **DMT Member**

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

Date: 12 September 2018

## 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 brief 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 Positive Impact Evidence
<b>Age</b>				This proposal is part of the wider implementation of Kent's SEND Strategy. <ul style="list-style-type: none"> <li>the additional places will mean that more families and children will benefit from the specialist facilities provided by the school.</li> <li>The additional SRP provision will mean that pupils will be able to access mainstream school education were appropriate.</li> </ul>
<b>Disability</b>				There will be more places available to meet the needs of children with ASD in the Gravesham District.
<b>Gender</b>				The provision is to be for boys and girls of primary age
<b>Gender identity/ Transgender</b>				The provision will accept Children with an Education, Health and Care Plan (EHCP) naming the school, regardless of gender identity
<b>Race</b>				The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of race or ethnicity.
<b>Religion and Belief</b>				The provision will accept SEN Children with an Education, Health and Care Plan (EHCP) naming the school's provision, regardless of Religion and belief. The curriculum covers all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil Partnerships</b>				N/A
<b>Carer's Responsibilities</b>				N/A

## Part 2

### Equality Analysis /Impact Assessment

#### Protected groups

#### Information and Data used to carry out your assessment

The Information and Data used to carry out the assessment is published data on pupil numbers.

- SEN Needs Analysis
- 2018 Special School Summary Sheet
- School performance data
- May 2018 data relating to children and young people with specialist educational needs and /or disabilities.
- January 2018 SEN Needs analysis

#### Who have you involved consulted and engaged?

Consultation on the proposal will be with the community and other stakeholders including the following groups

- Schools in Gravesham
- All maintained special schools in Kent
- Parents/carers at Kings Farm Primary School

#### Analysis of Equality Monitoring Factors

May 2018	Gravesham		Kent	
	Number	%	Number	%
English additional language	4,358	23.8%	24,458	10.7%
Free school meals	2,215	12.1%	26,744	11.7%
SEN - with SEN support	2,087	11.4%	24,487	9.4%
SEN - with EHCP	403	2.2%	6,857	3.0%
<b>Number of pupils on roll</b>	<b>18,130</b>		<b>228,521</b>	

#### Analysis and information on SEN Need in Gravesham District.

The number of school age young people in the Gravesham District registered as having an SEN need in May 2018 was 2087, of which 403 have an EHCP.

Increases in the Kent school population has also led to an increase in the number of pupils with an EHCP. Kent has a range of approaches to providing earlier and more effective support to pupils with SEN, including high needs funding for pupils in mainstream, it is anticipated that the demand for specialist places will continue to increase with the overall population growth.

For more detail on the community visit –

## Analysis and information on Kings Farm Primary School

Kings Farm Primary School is a community school providing education for students of all abilities aged 4-11.

There are currently 404 pupils on roll with:

- 41 (10.1%) with a SEN support need (see below for breakdown)

ASD	Moderate learning Difficulties	Physical Difficulties	SEM H	SLCN	Severe Learning Difficulties	Specific Learning Difficulties	Visual Impairment
41	8	4	2	10	17		

- 4 students (1%) with an Education, Health and Care Plan. (EHCP)

Breakdown of primary need on EHCP from 2014 - 2018

Year	Primary Need on EHCP					Total
	PD	SEMH	ASD	SLC	Other	
R	2			1		
1				1		
2						
3						
4						
5						
6						

- 122 (30.2%) of children are eligible for Free School Meals
- 167 (41.3%) minority ethnic
- 117 (29%) English as their second language.

### Adverse Impact,

No adverse impact identified.

### Positive Impact:

- Primary age children with ASD needs in the Gravesham district will be able to attend provision local to their homes.
- Children with ASD needs will be able to attend SRP provision in a mainstream primary school.
- There will be an increase in the total number of places available for Children with ASD needs in Gravesham District.

## JUDGEMENT

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

### **Internal Action Required**      ~~YES/NO~~

There is potential for adverse impact on particular groups and we have found scope to improve the proposal...



## Equality Impact Analysis/Assessment Action Plan

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

**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](mailto: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

Updated 21/11/2018

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Proposal to temporarily expand The Westlands (Secondary Academy) School by 1.5FE from September 2019

**Decision Number:** 18/00061

**Classification:** Unrestricted

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

**Decision Number:** N/A

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

**Electoral Division:** Swale West - Mike Whiting

**Summary:**

This report sets out the need for additional secondary school capacity in Sittingbourne, pending the establishment of a new 6FE secondary school on the Quinton Road housing development site later in the Plan period. The additional 45 temporary places at Westlands Secondary Academy are required to ensure that sufficient Year 7 places are available for entry in September 2019 and September 2020.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to: -

- (i) consider, endorse or make recommendations to the Cabinet Member on allocating £1.96 million to the temporary expansion of Westlands Secondary School by 1.5FE.

## **1. Introduction**

1.1 The Commissioning Plan for Education Provision in Kent 2018-22 identifies the need to commission additional capacity in the Swale District for Year 7 secondary school places from 2019. The majority of the deficit is the Sittingbourne area with a deficit of up to 90 places in 2019 and 85 places in 2020. From 2021 the deficit is forecast to increase to 218 places.

1.2 The table below sets out the school population figures and forecasts for Year 7 and Years 7-11 in the Swale district.

	2016-17 capacity	2016-17 (A)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2023-24 capacity
<b>Year 7</b>	1,715	85	73	25	-90	-85	-218	-101	-242	1,745
<b>Years 7-11</b>	8,472	796	677	503	228	4	-299	-473	-740	8,725

1.3 The draft Commissioning Plan for Education Provision in Kent 2019-23 also identifies the need to commission additional capacity in the Sittingbourne non-selective planning group. The planning areas for Swale secondary provision are now as follows: Faversham non-selective, Sittingbourne non-selective and Isle of Sheppey non-selective, Faversham and Canterbury selective and Sheppey and Sittingbourne selective.

1.4 By 2020-21 a deficit of -123 places is predicted for Year 7 rising to -266 by 2023-24. The tables below set out the school population figures and forecasts for Year 7 and Years 7-11 in Sittingbourne and Sheppey Secondary planning areas:

<b>Year 7</b>	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
<b>Isle of Sheppey Non-Selective</b>	390	124	113	92	87	48	56	26	17	390
<b>Sittingbourne Non-Selective</b>	765	-35	-35	-104	-123	-187	-160	-266	-217	765
<b>Sittingbourne and Sheppey Selective</b>	240	-12	8	-42	-47	-70	-61	-91	-80	240

<b>Years 7-11</b>	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
<b>Isle of Sheppey Non-Selective</b>	1,950	636	589	567	514	436	351	263	185	1,950
<b>Sittingbourne Non-Selective</b>	3,630	-14	-102	-252	-391	-619	-806	-1,026	-1,123	3,825
<b>Sittingbourne and Sheppey Selective</b>	1,230	-3	-9	-68	-135	-214	-286	-380	-413	1,200

## 2. Background

2.1 The increase in the birth rate, inward migration and house building has increased the forecast need for school places. The pressure on secondary school places showing in Sittingbourne is also exacerbated by large numbers of children travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset the deficit in Sittingbourne but parental preference, school performance and the cost of transporting Sittingbourne pupils to Sheppey must also be taken into consideration. Even with the capacity on the Isle of Sheppey, there is still a need to provide additional secondary school places to meet rising pupil numbers.

- 2.2 Sittingbourne Community College and Fulston Manor School have already expanded and are unable to expand further.
- 2.3 A curriculum analysis and initial feasibility was undertaken on Westlands Secondary Academy. This identified that Westlands would be able to take an additional 45 pupils if accommodation that had been taken out of use due to its poor condition could be reinstated or replaced. Discussions have been held with Swale Academy Trust and they have agreed to provide a minimum of 45 additional Year 7 places on a temporary basis for September 2019 and September 2020. Therefore, the pressure in Sittingbourne can only be managed through adding the temporary places at The Westlands School, investigating the possibility of Sittingbourne Community College providing some temporary Year 7 places/bulge classes, should this be required, and allocating places for Oasis Isle of Sheppey Academy.
- 2.4 The shortfall of Year 7 places is expected to increase further from September 2021. KCC is planning to meet this deficit through bringing forward a proposal for the permanent expansion of The Westlands School, subject to future consultation and planning and adding temporary places in agreement with the other Secondary schools. It is recognised that any permanent expansion proposal would have to be closely linked to the new roads proposed as part of the Wises Lane development. This would allow a reconfiguration of the main entrance of the school which would be reoriented to face the new development and enable access and drop-off arrangements that would support the additional pupil numbers.
- 2.5 The commissioning of a new all through school to include 2FE primary provision and 6FE secondary agreed with developers on the North Sittingbourne (Quinton Road) site has been delayed due to the housing development not coming forward according to the original timeline as set out within the Local Plan. It is hoped that that we will gain access to the site by 2021.

### **3. Financial Implications**

#### **a. Capital**

The capital allocation of £1.96m would be a funding contribution towards the total cost of replacement of a number of mobile classrooms on the Westlands site that had been taken out of use due to condition and health and safety concerns. This accommodation would otherwise not be useable as classrooms to meet the additional pupil place need. The funding allocation would be subject to a contractual agreement between KCC and the Trust to offer a minimum of 330 Year 7 places for September 2019 onwards. The school's current published admission number (PAN) is 285.

#### **b. Revenue**

The school will receive increased funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present this is at a value of £6,000 per classroom.

#### **c. Human**

The School will appoint additional staff as the need arises.

#### **4. Vision and Priority for Improvement**

4.1 This proposal will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2017 - 2022)’.

#### **5. Delegation to Officers**

5.1 The Officer Scheme of Delegation; under Appendix 2 part 4 of the Council’s Constitution provides a clear and appropriate link between this decision and the actions needed to implement it. For information it is envisaged, if the proposal goes ahead, that the Director of Property & Infrastructure Support will sign contracts on behalf of the County Council.

#### **6. Views**

##### **6.1 The Views of Governing Body/Swale Academies Trust**

The Governing Body and The Swale Academies Trust is fully supportive of this project.

##### **6.2 The Views of the Local Member**

Mike Whiting Member for Swale West has been contacted for his comments on this project and as a Member of the Swale Academies Trust he has declared an interest in the project.

##### **6.3 The Views of the Area Education Officer.**

Westlands School is an outstanding school which is a well-respected and popular school in the local area. The Area Education Officer fully supports the temporary expansion of Westlands School.

#### **7. Conclusions**

7.1 Without the additional Secondary Capacity at The Westlands School from 2019, there will not be sufficient Year 7 places available in Sittingbourne to meet demand. This would increase the number of allocated school places, result in children having to travel to other districts or planning groups for their education and would further increase transport costs for KCC.

#### **8. Recommendations**

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

The Children’s, Young People and Education Cabinet Committee is asked to:

- (i) consider, endorse or make recommendations to the Cabinet Member on

allocating £1.96 million to the temporary expansion of Westlands Secondary School by 1.5FE.

## **9. Background Documents (plus links to document)**

9.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>

9.2 Kent Commissioning Plan for Education Provision

[www.kent.gov.uk/educationprovision](http://www.kent.gov.uk/educationprovision)

9.3 Children, Young People and Education Cabinet Committee report dated 13 October 2017.

<https://democracy.kent.gov.uk/ieListDocuments.aspx?CId=894&MId=7797&Ver=4>

## **10. Contact details**

Report Author: Marisa White

Name and Job title: Area Education Officer

Phone number: 03000 418794

E-mail: [Marisa.White@kent.gov.uk](mailto:Marisa.White@kent.gov.uk)

Relevant Director: Keith Abbott

Name and Job title: Director – Education, Planning and Access

Phone number: 03000 417008

E-mail: [Keith.Abbott@kent.gov.uk](mailto:Keith.Abbott@kent.gov.uk)

# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,

Cabinet Member for Children, Young People and Education

DECISION NO:

18/00061

For publication:

**Subject: Proposal to temporarily expand The Westlands (Secondary Academy) School by 1.5FE from September 2019**

## Decision:

**As Cabinet Member for Children, Young People and Education I agree to:**

- (i) allocate £1.96 million from the Children, Young People and Education Capital Budget for the temporary expansion of The Westlands Secondary School by 1.5 FE from September 2019.

## Reason for Decision:

The Swale district section of the Kent Commissioning Plan for Education Provision 2019-23 has identified a significant pressure on Year 7 places in Sittingbourne. The temporary expansion of Westlands School by 1.5FE will help to address these pressures and adheres to the principles of our Commissioning Plan as it increases capacity at an outstanding, popular school. In reaching this decision I have taken into account:

1. the views of the Local Member
2. the views of the Governing Body/Swale Academies Trust
3. the views of the Area Education Officer
4. the views of the Children's, Young People and Education Cabinet Committee.

## Financial Implications

### c. Capital

The capital allocation of £1.96m would be a funding contribution towards the replacement of a number of mobile and temporary classrooms on the Westlands site that would otherwise not be useable as the classrooms to meet the additional pupil place need. The funding allocation would be subject to a contractual agreement from the Trust to offer a minimum of 330 Year 7 places for September 2019 onwards. The school's current published admission number (PAN) is 285.

### d. Revenue

The school will receive increased funding through their Delegated Budget. The rising rolls will be protected in line with KCC Growth Funding Policy. Revenue funding will also be allocated to enable the School to resource each new classroom as they come on line. At present that is at a value of £6,000 per classroom.



**c. Human**

The School will appoint additional staff as the need arises.

Supporting Information:

Cabinet Committee recommendations and other Consultations:  
Children's, Young People and Education Cabinet Committee – Recommendations will be added.

Any alternatives considered:  
Feasibilities studies of all schools in Sittingbourne where undertaken and considered.

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:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 29<sup>th</sup> November 2018

**Subject:** Proposed changes to specialist provision in Maidstone and Malling

**Decision Number:** 18/00062

**Classification:** Unrestricted

**Past Pathway of Paper:** 15 January 2018 - the Commissioning Plan for Education Provision 2018-22 - Cabinet

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

**Electoral Division:** Paul Cooper – Maidstone South, Sarah Hohler – Malling North, Rob Bird – Maidstone Central, Dan Daley – Maidstone Central, Ian Chittenden – Maidstone North East

**Summary:**

This report sets out proposed changes to specialist provision in Maidstone and Malling.

**Recommendation(s):**

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

- (i) increase the designated number of places offered at Five Acre Wood School from 330 to 465 places (including Satellite and Nursery provision) from 15 March 2019.
- (ii) expand the Satellite provision of Five Acre Wood School at Holmesdale School, Malling Road, Snodland ME6 5HS from 70 to 150 students aged 11-19 with moderate to severe learning difficulties from 15 March 2019.
- (iii) establish a Satellite provision of Five Acre Wood School at Palace Wood Primary School, Ash Grove, Allington, Maidstone, Kent, ME16 0AB for 30 students aged 4-11 with moderate to severe learning difficulties from 01 September 2019.
- (iv) establish a Specialist Resourced Provision (SRP) for students with an Education, Health and Care Plan (EHCP) for autistic spectrum disorders (ASD) at East Borough Primary School.

## **1. Introduction**

- 1.1 As the strategic commissioner of school provision, the Local Authority (LA) has a duty to ensure that there are sufficient school places for the residents of Kent as set out in the Commissioning Plan for Education Provision in Kent 2018-22.
- 1.2 Kent County Council's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2017-2019 identified the need to add additional specialist provision across the County. The SEND Strategy shows the need to create 209 extra places in Special schools and 164 in mainstream schools.
- 1.3 Around 3.0% of the total school population for which the Local Authority is responsible have Education, Health and Care Plans (EHCPs), which are legal documents that describe the help given to students who have the greatest difficulty learning.
- 1.4 In recent years, Kent has experienced place pressure through all phases of education, including Special Educational Needs (SEN) with the number of EHCPs continuing to increase as a result. The increased place pressure has been evident for all the main SEN need types, with autistic spectrum disorders (ASD) being the most prevalent and fastest growing need type.
- 1.5 Commensurately, the demand for places at Five Acre Wood School has continued to increase, with strong parental preference. The school caters for pupils with EHCPs for profound, severe and complex needs (PSCN), including ASD. Currently over a third of pupils have ASD as their primary need type. Five Acre Wood is now at capacity at the main school site and its satellites, which is restricting its ability to grow and to provide adequate places needed for local Kent children.

## **2. Proposal**

- 2.1 In response to growing pressure for SEN places in Maidstone and Malling, Kent County Council with support from the school proposes to increase the designated number of places offered at Five Acre Wood School from 330 to 465 places (including Satellite and Nursery provision) from 15 March 2019.
- 2.2 The Five Acre Wood proposal includes expanding the Satellite provision at Holmesdale School from 70 to 150 students aged 11-19 with moderate to severe learning difficulties from 15 March 2019. It would establish a Satellite provision of Five Acre Wood School at Palace Wood Primary School for 30 students aged 4-11 with moderate to severe learning difficulties from 01 September 2019.
- 2.3 The proposed Satellite at Palace Wood Primary School would entail the relocation of the existing Satellite provision at East Borough Primary School, part of the Valley Invicta Academies Trust. This Satellite would offer 'all-through' Primary provision, with the current Key Stage (KS) 2 children transferring from East Borough to Palace Wood and the creation of KS 1

places. The new facility would offer greater resources and larger dedicated teaching area. It would also allow additional children who would benefit from being within a mainstream school environment the opportunity to transfer from the main Five Acre Wood (FAW) site, where this is suitable for their needs.

- 2.4 Linked to this proposal, KCC is supporting Valley Invicta Academies Trust to establish a Specialist Resourced Provision (SRP) at East Borough. The SRP would provide additional SEN provision in the Maidstone area, offering up to 15 places for Primary aged students with EHCPs with a diagnosis of ASD. Places would be commissioned and allocated by the local authority.
- 2.5 The proposal also includes expanding the FAW Satellite within the Wolfe building at Holmesdale School. The expansion would offer additional Secondary and Sixth Form (KS3-5) capacity in a mainstream setting. This would create capacity within the main FAW site and enable specialist rooms, that are currently mainly used to provide general teaching capacity, to be fully utilised.
- 2.6 Equality Impact Assessments have been completed for the education consultation in accordance with the Council's equality duty, having due regard to equality considerations when commissioning additional school capacity.

### **3. Financial Implications**

- 3.1 **Capital** – There is no additional capital expenditure required for this proposal.
- 3.2 **Revenue** – FAW and East Borough will receive additional revenue funding in accordance with the Pupil Growth Policy established by KCC and the Schools' Funding Forum.
- 3.3 **Human** - The schools will appoint additional staff as and when appropriate.

### **4. Raising Standards**

- 4.1 Five Acre Wood is recognised for its expertise in providing outreach support to mainstream schools. There are clear benefits to the schools through a partnership.
- 4.2 FAW is judged as 'Outstanding' by Ofsted, with Leadership and management recognised as outstanding. The school meets the need of all groups of pupils and pupils make outstanding progress, their achievement is excellent compared with pupils of the same age in other schools. The school uses its current partnerships with other schools well to extend its range of learning for some pupils, school leaders recognise there is scope to build on this further. The school will recruit additional staff as required to ensure that the high quality of education can be maintained for the additional pupils.
- 4.3 Palace Wood is judged "Good" by Ofsted and the report acknowledges that the determination and drive of senior leaders have brought about significant improvements to the quality of teaching, learning and assessment, and to

pupils' outcomes. Palace Wood offers a broad and balanced curriculum, which focuses on the needs and experiences of the children and develops enquiring minds. The school wants its children to be independent, self-motivated learners who are inquisitive, who persevere, who are happy, positive and determined, and most of all, proud of themselves. They also want the children to be excellent role models for each other by being responsible, polite, honest and show empathy for each other.

- 4.4 The FAW Satellite at Holmesdale has been operating successfully since January 2016. In that time, the provision has provided excellent opportunities for Key Stage 3, 4 and 5 students to access high quality Five Acre Wood education within a mainstream setting. To accommodate the additional places, FAW would need additional teaching areas within the Wolfe building. This will enable FAW to build on the excellent learning environment that is established at Holmesdale, whilst ensuring continuity is maintained for existing students. The expansion will create additional places for FAW pupils that would benefit from being educated in a mainstream Secondary setting.
- 4.5 East Borough Primary School is a Valley Invicta Primary School, part of the Valley Invicta Academies Trust. The school is popular with parents and academically successful. The school seeks to establish a warm and welcoming environment where pupils are encouraged to aim high. It provides a quality education to all pupils helping them to learn, as future citizens and lifelong learners. Pupils benefit from a broad and balanced curriculum that is enriched with trips, visits, productions, extracurricular activities and wrap around care. The school is ideally located to help meet the forecast pressure ASD places in Maidstone urban area.

## **5. Policy Framework**

- 5.1 These proposals will help to secure our ambition “to ensure that Kent’s young people have access to the education, work and skills opportunities necessary to support Kent business to grow and be increasingly competitive in the national and international economy” as set out in ‘Increasing Opportunities, Improving Outcomes: Kent County Council’s Strategic Statement (2015-2020)’
- 5.2 These proposals reflect KCC’s aspirations to provide sufficient school places across the County, as set out in the Commissioning Plan for Education Provision in Kent 2018-22.

## **6. Consultation**

- 6.1 An education consultation was completed prior to the Cabinet Committee. Approximately 2300 hard copies of the consultation document were circulated, which included a form for written responses. The consultation document was distributed to parents/carers, school staff and governors, County Councillors, Member of Parliament, the Diocesan Authorities, local libraries, Parish Councils, Maidstone and Tonbridge and Malling Borough Council and others. The consultation document was posted on the KCC website and the document was widely circulated. An opportunity was also provided to send in written responses via response form, email and online.

- 6.2 The consultation was advertised on the KCC and school websites and drop-in' information sessions were held as follows:
- Open session 16:00 to 17:30, Thursday 27 September at East Borough Primary School
  - Dedicated session for current East Borough FAW Satellite students' parents 16:00 to 17:00, Monday 1 October at Five Acre Wood School
  - Open session 17:00 to 18:00, Monday 1 October at Five Acre Wood School
  - Open session 16:30 to 18:00, Wednesday 3 October at Palace Wood Primary School
- 6.3 Following the closure of the consultation period, 65 responses were received regarding the Five Acre Wood, Palace Wood and Holmesdale School proposals: 52 agreed with the proposals, 7 disagreed and 6 were undecided.
- 6.4 East Borough Primary School also consulted its parents and stakeholders on the proposed establishment of an SRP, utilising the combined consultation process for the linked proposals. A total of 83 responses were received with 73 agreeing with the proposals, 2 disagreeing, 2 blank and 6 undecided.
- 6.5 A summary of the responses is available in Appendix A.

## **7. Views**

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

The following KCC Members have been consulted on these proposals:

Paul Cooper – Maidstone South  
Sarah Hohler – Malling North  
Rob Bird – Maidstone Central  
Dan Daley – Maidstone Central  
Ian Chittenden – Maidstone North East

### **7.2 The View of the Headteacher and Chair of Governors**

The Governing Bodies are fully supportive of these proposals and have been involved in their formation.

Mark Chatley, Headteacher Palace Wood Primary School -  
'Palace Wood are incredibly excited about the prospect of supporting the Key Stage 1 and Key Stage 2 satellite provision from Five Acre Wood. We hope that it can be a positive experience for the staff, parents, children and governors from both schools which can improve the educational offer for all involved.'

### **7.3 The View of the Area Education Officer**

The Area Education Officer for West Kent fully supports the proposal and feels that it would provide much needed SEN places in Maidstone and Malling. Five Acre Wood School is an excellent school that is popular with parents. It is now at full capacity and the additional places would ensure that local Kent children can benefit from much needed PSCN places. I am also pleased to establish much needed ASD provision in East Borough School.

## 8. Conclusions

- 8.1 This report sets out the proposal to increase the designated number of places offered at Five Acre Wood School via additional places on the main site, expansion of the the Satellite provision at Holmesdale School and the establishment of a Primary Satellite provision at Palace Wood Primary School. It also includes the establishment of a SRP offering ASD places at East Borough Primary School. This expansion and SRP are needed to ensure that there are sufficient SEN places for children in the Maidstone and Malling area. Without the additional places there is the potential for children to have extended travelling times.

## 9. Recommendation(s)

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

- (i) increase the designated number of places offered at Five Acre Wood School from 330 to 465 places (including Satellite and Nursery provision) from 15 March 2019.
- (ii) expand the Satellite provision of Five Acre Wood School at Holmesdale School, Malling Road, Snodland ME6 5HS from 70 to 150 students aged 11-19 with moderate to severe learning difficulties from 15 March 2019.
- (iii) establish a Satellite provision of Five Acre Wood School at Palace Wood Primary School, Ash Grove, Allington, Maidstone, Kent, ME16 0AB for 30 students aged 4-11 with moderate to severe learning difficulties from 01 September 2019.
- (iv) establish a Specialist Resourced Provision (SRP) for students with an Education, Health and Care Plan (EHCP) for autistic spectrum disorders (ASD) at East Borough Primary School.

## 10. Background Documents

- 10.1 Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement 2015-2020 <http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/increasing-opportunities-improving-outcomes>
- 10.2 Kent Commissioning Plan for Education Provision 2018-2022 [https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf)
- 10.3 Kent County Council's Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) 2017-2019 [https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf)



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## KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

18/00062

### For Publication

**Subject:** This report sets out proposed changes to specialist provision in Maidstone and Tonbridge and Malling.

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to:**

- (i) increase the designated number of places offered at Five Acre Wood School from 330 to 465 places (including Satellite and Nursery provision) from 15 March 2019.
- (ii) expand the Satellite provision of Five Acre Wood School at Holmesdale School, Malling Road, Snodland ME6 5HS from 70 to 150 students aged 11-19 with moderate to severe learning difficulties from 15 March 2019.
- (v) establish a Satellite provision of Five Acre Wood School at Palace Wood Primary School, Ash Grove, Allington, Maidstone, Kent, ME16 0AB for 30 students aged 4-11 with moderate to severe learning difficulties from 01 September 2019.
- (vi) establish a Specialist Resourced Provision (SRP) for students with an Education, Health and Care Plan (EHCP) for autistic spectrum disorders (ASD) at East Borough Primary School.

Reason(s) for decision:

In reaching this decision I have taken into account:

- the views expressed by those who responded to the public education consultation
- the views expressed by those put in writing by the Area Education Officer for West Kent, the School and the Governing Body.
- the Equalities Impact Assessment regarding this; and
- the views of the Children, Young People and Education Cabinet Committee which are set out below

Cabinet Committee recommendations and other consultation:

Any alternatives considered:

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

.....  
**Signed**

.....  
**Date**

### Summary of Public Consultation Responses

#### Proposal to

- increase the designated number of places offered at Five Acre Wood (FAW) School from 330 to 465 places (including Satellite and Nursery provision) from 15 March 2019; Via the expansion of the FAW Satellite provision at Holmesdale School from 70 to 150 students and the establishment of a FAW Primary Satellite for 30 students at Palace Wood Primary School from September 2019.
- to establish a Specialist Resource Provision (SRP) at East Borough Primary School from September 2019.

This summary includes information from all the responses received during the 4 weeks consultation period that ended Thursday 18 October 2018 (midnight).

There were approximately 2300 consultation documents (hard copies) distributed via the school to parents, members of staff and governors. The consultation was emailed to all key stakeholders and was available on the KCC and school websites.

There were 65 responses received via emails, digital and paper response forms to the Five Acre Wood, Palace Wood and Holmesdale School proposals. Additionally, 83 responses were received regarding the proposal to establish an SRP at East Borough Primary School.

The consultation response form was split into two parts and required the respondents to indicate whether they agreed with the FAW changes and then separately if they agreed with the establishment of the SRP at East Borough.

Responses regarding the FAW changes are summarised as follows:

	<b>Agree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Blank</b>	<b>Total</b>
Parent/Carer	38	6	6		50
Member of Staff	14	1			15
Governor					0
Pupil					0
Other Interested Party					0
<b>Total</b>	<b>52</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>65</b>

Responses regarding the establishment of an SRP at East Borough are summarised as follows:

	<b>Agree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Blank</b>	<b>Total</b>
Parent/Carer	58	2	6	1	50
Member of Staff	14			1	15
Governor	1				0
Pupil					0
Other Interested Party					0
<b>Total</b>	<b>73</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>83</b>

Note: The numbers in brackets shown below represent the occurrence of broadly aligned comments, not the number of respondents.

Comments raising concerns with FAW for the expansion and Satellite at Palace Wood:

- Concerned about the addition traffic at main FAW site (6)
- Objection to, or concern regarding, the additional traffic at Palace Wood (3)
- Concern about potential disruption to existing Palace Wood students (2)
- Objection due to the impact on the resources/facilities at FAW (2)
- Concern based on the loss of learning space at Palace Wood (1)

Comments in support of the FAW for the expansion and Satellite at Palace Wood:

- Expressions of support, with comments indicating that it was an excellent idea/development (9)
- In favour of integration/inclusion of FAW into mainstream and positive opportunities for both sets of students (2)

Public Information Sessions

Public 'drop-in' information sessions were held as follows:

- Open session 16:00 to 17:30, Thursday 27 September at East Borough Primary School
- Dedicated session for current East Borough FAW Satellite students' parents 16:00 to 17:00, Monday 1 October at Five Acre Wood School
- Open session 17:00 to 18:00, Monday 1 October at Five Acre Wood School
- Open session 16:30 to 18:00, Wednesday 3 October at Palace Wood Primary School

The sessions were well attended, with parents and stakeholders given the opportunity to ask questions and to seek clarity on any issue relating to the proposal.

**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee - 29 November 2018

**Decision No:** 18/00056

**Subject:** Kent's Local Offer to Care Leavers

**Classification:** Unrestricted

**Electoral Division:** All

**Summary:** Implementation of the statutory Corporate Parenting duties under the Children and Social Work Act (2017) to publish a Local Offer for Care Leavers. This report provides an overview as to why Kent County Council are required to produce a Local Offer for Care Leavers and details of the proposed offer.

**Recommendation:** The Children's, Young People & Education Cabinet Committee is asked to **CONSIDER, ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education to:

- a) agree publication of KCC's Local Offer for Care Leavers up to the age of 25 years in accordance with the statutory requirements of The Children and Social Work Act (2017); and
- b) delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## 1. Introduction

- 1.1 From 1<sup>st</sup> April 2018, Section 2 of the Children and Social Work Act 2017 requires every local authority to consult on and publish a local offer for its Care Leavers. The local offer should provide information about all the services and support that is available to Care Leavers from the local authority, including information about both their statutory entitlements as well as any discretionary support that a local authority chooses to provide. The fundamental change in the implementation of the Children and Social Work Act (2017) is the extension in the age range to provide an offer of support to Care Leavers aged 21-25 years, currently support is provided between the ages of 18-21 years.

## 2. Background

- 2.1 Statutory guidelines have been provided, detailing what the Local Offer should include with details of the services and support that will assist Care Leavers in,

or moving to, adulthood and independent living. The Local Authority is required to provide support in the following areas:

- 2.2 **Health and wellbeing:** This will include services that teach about, support and enable good health and wellbeing. It should include links to, or information about, universal health services that might be particularly relevant to Care Leavers, as well as specific health and wellbeing services targeted at them.
- 2.3 **Relationships:** Having strong and supportive relationships is crucially important for Care Leavers as they move to independent adult life. Local Authorities will want to consider the services and/ or support that is available to help Care Leavers develop and maintain positive social networks and to understand what positive relationships look like.
- 2.4 **Education and training:** Care Leavers should be supported to access appropriate education or training that will enable them to fulfil their goals. This will include the statutory support available to Care Leavers, such as the £2,000 bursary for our Care Leavers in Higher Education, as well as any other support from the local authority; and signpost to universal information such as careers advice and financial support for young people.
- 2.5 **Employment:** This will include information to Care Leavers about general employment support, such as careers support and links to local Job Centre Plus. Local Authorities should also include any other employment support that they or partners deliver that is specifically available to Care Leavers, for example, any apprenticeships that the Local Authority offers, where such opportunities are ring-fenced for Care Leavers.
- 2.6 **Accommodation:** Care Leavers should be supported to access appropriate and suitable accommodation. The Local Authority should include relevant information about their Staying Put policy, the support available from District Housing Services and any other assistance that is available to Care Leavers, such as advice on maintaining a tenancy. The Accommodation Team, located within the Care Leavers Service, will liaise and consult with the District Councils and will ensure each District Council has a copy of the Local Offer, once this has been finalised and signed off.
- 2.7 **Participation in society:** This will include links to and information about activities, events or volunteering opportunities available in the local area that Care Leavers can get involved in.

### **3. Developing the Local Offer with relevant persons**

- 3.1 When developing their Local Offer, local authorities are required to consult with relevant persons, which means young people and organisations or people that represent our Care Leavers. In Kent, these organisations have included our key providers and partner agencies including Catch 22, Young Lives Foundation, District Councils, health and education, alongside our own services for Care Leavers including Early Help and Youth Justice. KCC have consulted with as many of our Care Leavers as possible, through the Young Adults Council which includes our Care Leaver Apprentices within the Virtual School Kent (VSK). We have engaged with our Care Leavers to co-produce a

Local Offer that is meaningful and reflects the needs, views and wishes of the Care Leavers we are responsible for.

#### **4. Publishing and updating the Local Offer**

- 4.1 The Children and Social Work Act (2017) does not specify how soon after commencement of the duty the Local Offer should be published. However, the Government's expectation is that the Local Offer should be available within six to nine months of commencement of the duty. Once local authorities have consulted on and published their Local Offer it should be reviewed regularly to ensure that the services on offer reflect what Care Leavers need most. Local authorities can choose how regularly they review their Local Offer, but we would expect to update it every two years, following ongoing consultation with our Care Leavers. Our target date to publish the KCC Local Offer is December 2018.

#### **5. Format of the Local Offer**

- 5.1 The Local Offer should be easily available and accessible to all Care Leavers in the Local Authority area. This will mean that we need to make it available in several formats including printed hard copies, online digital copies, on the Kent Cares Town website and in different languages as appropriate. Our Personal Advisers will share and promote the Local Offer with the Care Leavers they work with to make sure they are aware of it and the services they are entitled to. Once agreed, we will consider how the Local Offer is made available to, and is easily understood by, Care Leavers with additional learning needs.

#### **6. Conclusions**

- 6.1 The Local Offer will aim to be aspirational for our young people, to offer them the best possible opportunities to develop into their independent adult life. As Corporate Parents we want to aim high for our Care Leavers, to support them to function independently and make positive contributions within their local Kent community. The primary audience for the Care Leaver offer should be young people about to leave care and those who have left care.
- 6.2 Councils should not just consider the role they can provide, but also the role that statutory and non-statutory partners are able to provide as part of a Corporate Parenting family. Care Leavers and Children in Care are not the sole responsibility of councils' children's services departments. While such departments might discharge most of services and support, all council departments hold Corporate Parenting responsibilities. As per the Care Leaver's Strategy, council departments must consider the support or services they can also provide to care leavers through the focus of their Corporate Parenting responsibilities.
- 6.3 Responsibility of the offer should ultimately sit with the council's Head of Paid Service and Leader, both to ensure the document reflects the full breadth of the services the council offers, and to demonstrate Corporate Parenting leadership.

- 6.4 The Children and Social Work Act 2017 extends the role of support provided to our Care Leavers to include those aged 21 to 25 years, this became effective from 1<sup>st</sup> April 2018. The Care Leavers Service has kept the impact of this change under review to ensure sufficient staff capacity to meet the demand. The offer will detail what this support will include, for example the allocation of a Personal Advisor, regular “drop in” events, signposting to partner agencies and community resources.
- 6.5 To help meet the requirements of the Local Offer, a grant from the Department of Education has been given towards the additional costs arising from supporting young people up to the age of 25. However, it is anticipated this will be insufficient to cover all the additional costs of providing the support and any further pressures will need to be identified within the 2019-22 Medium Term Financial Plan, a draft of which will be published in early January and is subject to agreement by the County Council in February 2019.

## 7. Recommendation(s):

The Children’s, Young People and Education Cabinet Committee is asked to **CONSIDER** , **ENDORSE** or **MAKE RECOMMENDATIONS** to the Cabinet Member for Children, Young People and Education to:

- a) agree publication of Kent County Councils Local Offer for Care Leavers up to the age of 25 years in accordance with the statutory requirements of The Children and Social Work Act (2017); and
- b) delegate authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

## 8. Contact Details

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

DECISION NO:

18/00056

**Subject: Proposal to publish Kent County Council's Local Offer for Care Leavers up to the age of 25 years**

Decision:

**As Cabinet Member for Children, Young People and Education Cabinet I agree to:**

- (i) Publish Kent County Council's Local Offer for Care Leavers up to the age of 25 years in accordance with the statutory requirements of The Children and Social Work Act (2017)**

Reason(s) for decision:

The Children and Social Work Act (2017) was implemented on 1<sup>st</sup> April 2018 and extends the Corporate Parenting responsibility for a Local Authority to provide support to Care Leavers up until the age of 25 years (formerly 21 years). Local Authorities are required to publish a Local Offer for Care Leavers by December 2018 which sets out the services and support available to them including their entitlements.

The Care Leavers Service has kept the impact of this change under review to ensure sufficient staff capacity to meet the demand. The offer will detail what this support will include, for example the allocation of a Personal Advisor, regular "drop in" events, signposting to partner agencies and community resources.

To help meet the requirements of the Local Offer, a grant from the Department of Education has been given towards the additional costs arising from supporting young people up to the age of 25. However, it is anticipated this will be insufficient to cover all the additional costs of providing the support and any further pressures will need to be identified within the 2019-22 Medium Term Financial Plan, a draft of which will be published in early January and is subject to agreement by the County Council in February 2019.

The Care Leavers Service completed a consultation with young people through the Young Adult Council (YAC) to seek their views and input into the offer. Care Leavers have been fundamental to the process, to co-produce the offer and ensure a service user voice in the design and commissioning of our 18plus Care Leavers service. A Care Leavers Survey has also been sent to all young people to establish their views on the service (November 2018).

Cabinet Committee recommendations and other consultation: Recommendations will be added

Any alternatives considered:

It is a statutory requirement for the Local Authority to publish its Local Offer for Care Leavers. There was extensive consultation with the Young Adult Council who provided their views and opinions on the content and design of the offer, which enabled different formats to be considered. Consultation was also undertaken with partner agencies including Young Lives Foundation, Catch 22, Health and Virtual School Kent. During the consultation, Local Offers from other Local Authorities were viewed, as a small number of authorities have already published their offer. This

ensured that Kent County Council took into account learning and feedback from both young people, partner agencies and neighbouring authorities prior to the publication of the Kent Local Offer.

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

.....  
**Signed**

.....  
**Date**

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# OUR LOCAL OFFER

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This is our offer to you, so you know what to expect and what help and guidance we will support you with throughout your journey from care to adulthood



2018-2022  
KENT COUNTY COUNCIL  
Care Leavers 18+ Service





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## Section 1

### An introduction to our local offer and care leavers 18+ service

#### What our local offer is to you

All local authorities have a legal obligation to support young people making the transition from care to independence. It is Kent County Council's responsibility to ensure that you know what services are available to you and what you can expect to receive whilst you are in care.

#### **Eligible Young People**

They are aged 16 or 17, have been **Looked After** for a period or periods totalling at least 13 weeks starting after their 14th birthday and are still in care. (This total does not include a series of pre-planned short-term placements of up to four weeks where the child has returned to the parent). There is a duty to support these young people up to the age of 18, wherever they are living.

The statutory definition and requirements to undertake a needs assessment, prepare a Pathway Plan, keep the Pathway Plan under review and appoint a Personal Adviser are covered by Regulations 42, 43 and 44 of the Care Planning, Placement and Case Review Regulations 2010.

#### **Relevant Young People**

They are aged 16 or 17 and are no longer Looked After, having previously been in the category of Eligible Young Person when in care (that is, they have been Looked After for a period, or periods, totalling at least 13 weeks starting after their 14th birthday and up to their 16th birthday). However, if after leaving care, a young person returns home for a period of 6 months or more to be cared for by a parent and the return home has been formally agreed as successful, he or she will no longer be a "Relevant Young Person".

A young person is also "Relevant" if, having been in care for three months or more, he or she is then detained after their 16th birthday either in a hospital, remand centre, young offenders' institution or secure training centre. There is a duty to support Relevant Young People up to the age of 18, wherever they are living.

The statutory definition and requirements to stay in touch with the young person, undertake a needs assessment (unless this was done when the young person was 'Eligible'), prepare and keep the Pathway Plan under review, appoint a Personal Adviser (unless this was done when the young person was 'Eligible') and provide accommodation and assistance to meet his or her needs in relation to education, training or employment are now covered by Regulations 4 to 9 of the Care Leavers (England) Regulations 2010.

## Former Relevant Young People

They are aged 18 to 25 and have left care having been previously either "Eligible", "Relevant" or both. There is a duty to consider the need to support these young people wherever they are living.

The statutory definition and requirements to stay in touch with the young person, keep the Pathway Plan under review, continue the appointment of a Personal Adviser and provide financial assistance near where the young person is employed or seeking employment/to enable the young person to pursue education or training remain unchanged; they are now covered by Regulations 4 to 9 of the Care Leavers (England) Regulations 2010. These duties continue until the young person becomes 21 or, where the Pathway Plan sets out a programme of education or training beyond 21, they continue so long as the young person pursues the programme. The duty to pay a higher education bursary also continues, as before for those who started a course of higher education after 2008.

The duties of Local Authorities are extended in relation to **Former Relevant Young People who inform the Local Authority of their wish to receive a service** after the age of 21 and under the age of 25. In relation to these young people, the Local authority has a duty to:

- Appoint a Personal Adviser;
- Carry out an assessment of the needs to determine what assistance (if any) it would be appropriate to provide;
- Prepare a Pathway Plan;
- Give assistance to the extent that the young person's educational or training needs require it. The kinds of assistance are: contributing to expenses incurred by the young person in living near the place where s/he is, or will be, receiving education or training; or making a grant to enable the young person to meet expenses connected with his education and training;
- For those in full-time education, aged 16-19, access to the bursary fund which came into place in 2011.
- The duties of the Local Authority subsist for as long as the young person pursues the programme of education or training in accordance with the Pathway Plan, and the Local Authority may disregard any interruption in the education/training if it is satisfied that the young person will resume it as soon as is reasonably practicable.

In each case where a care leaver requests this support, the Local Authority will need to assess the appropriateness of the course and how it will help the young person to achieve

his or her ambitions. The extent of the practical and financial assistance provided will reflect the type of course, whether full - or part-time, and the young person's existing income.

### **Qualifying Young People**

They are aged 16 and over and under the age of 21, and are:

- Subject to a special guardianship order (or were when they reached 18) and were looked after immediately before the making of that Order;
- At any time after 16 (but whilst still a child), were looked after, accommodated or fostered.

'Looked after, accommodated or fostered' includes:

- Looked After by a local authority;
- Accommodated by or on behalf of a voluntary organisation;
- Accommodated in a private children's home;
- Accommodated for a consecutive period of at least 3 months (including even before the child was 16) by a Health Authority, CCG or Local Authority (providing education), in:
  - A care home;
  - Independent hospital;
  - National Health Service trust or Foundation Trust;
  - Privately Fostered - but do not qualify as Eligible, Relevant or Former Relevant.

Where a local authority looked after, accommodated or fostered a young person, and they are deemed as Qualifying for advice and assistance, the local authority has a duty to take reasonable steps to contact them with a view to advising and assisting them.

They may receive support, advice and assistance (including, in exceptional circumstances, cash or accommodation) wherever they are living.

If in full-time further or higher education, this may include contributing financial assistance to living expenses relating to their education or training or making a grant towards meeting their education/training expenses - including in relation to securing vacation accommodation up to the age of 24.



Our local offer for care leavers has the objective to clearly provide in a single document what you are entitled to and what we can expect from you. This will assist you in making the most out of our services that are available to you and make the most of your independence; our local offer is available to all eligible care leavers.

We have consulted with the Young Adult Council that advised us their views and opinions on the content of our offer.

At the end of our local offer you will find there is a section for useful contact details, should you require these.

## About our Care Leavers 18+ service

Being a Corporate Parent, means that it is our responsibility to be good parents to all our young people in care and being a good parent means keeping our young people safe and providing them with the highest possible level of support to recognise and meet everyone's individual needs.

We can assist you in accessing housing, education, training, work experience and health services; whilst being here to support you to make the most of leaving our care,; we are also able to assist you by providing you advice, encouragement and financial advice to help you make the most of your journey through the care system.

Our care leavers 18+ service is based in West Malling and Dover; it is part of the specialist children's corporate parenting service and works closely with young people who are over the age of 18. Our care leavers 18+ service team is made up with personal advisers; who will support you with your journey to independent living. The care leavers 18+ service has a legal obligation to support you and provide you with assistance until you are at the age of 25.

## What you can expect from your Corporate Parents

The government have introduced corporate parenting principles that requires all departments within a local authority to recognise their role as a corporate parent and encourage them to look at the support and services they provide. These principles require corporate parents:

- To act in the best interest and promote the physical, mental health and wellbeing of those children and young people;
- To encourage those children and young people to express their views, wishes and feelings;
- To take into account the views, wishes and feelings of those children and young people;
- To help those children and young people to gain access to, and make the best use of, the services provided by the local authority and its relevant partners;
- To promote high aspirations and seek to secure the best outcomes for those children and young people;



- To ensure those children and young people are safe and have stability in their home lives, relationships, education and/or work place;
- To prepare those children and young people for adulthood and independent living.

## About our Personal Advisers and what their role is

When you turn 18-years old, your social worker will be replaced with a personal adviser. The role of your personal adviser is to become your main point of contact and continue supporting you at least until you turn 21, however, they can support you until you turn 25 if you need or want further support.

Your personal adviser will be identified for you after you become 17-years old; this is for you to build a relationship with them before they become your allocated worker, we refer to this as transition working.

Your personal adviser will keep in contact with you and arrange meetings, they will visit you at home and arrange community visits. You, as the young person, are entitled to make the decisions and choices that help unfold your future as an adult; your personal adviser will provide you advice, information and guidance to help you make the best choices and decisions.

The relationship between yourself and your personal adviser is important to make the most of what you can access through the care leavers 18+ service.

## Understanding your pathway plan

Every young person between 16 and 25-years of age that is in care or is a care leaver is provided with a pathway plan. Your pathway plan will be started by your social worker when you turn 16; this will be reviewed with your care plan twice per year and when you turn 18, your personal adviser will take over the duties in managing this for you.

Your first pathway plan meeting will be chaired by your independent review officer and evaluated with your care plan and personal education plan, should you have one. The pathway plan has information on the best way for us to support you in your transition to independence and adulthood.

Your pathway plan is written in such a way that should meet your individual needs and it will capture your hopes for the future, it will also include your views and key messages. Your pathway plan will be regularly reviewed with you and this will take place at least every 6-months – these meetings will ensure that your goals and milestones are still correct and being met.

## Section 2

### Your money

This section will provide you with information on what financial assistance you can expect from us. The amount of money that you will be provided with depends on your age and the accommodation that you stay in.

You will be provided with a personal adviser, support worker and keyworker who you can ask for more information from. Remember, if you are not certain about anything you will need to ask a member of staff.

There is a lot of information for care leavers on the *Kent cares town* website, for further information please go to this address <https://kentcares town.lea.kent.sch.uk/>

Our offer to you	Your responsibilities and our advice
<p><b>Essential living allowance</b> We will support you to claim benefits if you are out of work, however if you are unable to claim benefits, then we will offer you a weekly essential living allowance.</p> <p>This payment will be the equivalent to state benefits and you will be expected to use this for your living costs, excluding rent and household bills. These bills could include gas, electricity, water and council tax</p> <p><b>How you will be paid</b> We can supply you with a Kent Card and money will be paid onto this fortnightly.</p>	<p>You will need to spend your essential living allowance on day to day essentials and you should budget your money and pay for your essentials first, such as food and bills.</p>
<p><b>Savings</b> If you have been in care for a long period of time you will have a savings account that you are able to access once you turn 18. If you are unable to open a bank account, you will be given a Kent Card and money will be paid onto this weekly. (Click for further information <a href="https://sharefound.org/">https://sharefound.org/</a>)</p>	<p>Depending on how long you have been in care your savings may be a substantial amount – use this money to help you with your future.</p> <p>If you aren't aware how to budget and spend your money wisely then you may struggle when you live on your own.</p>

Our offer to you	Your responsibilities and our advice
<p><b>Budgeting</b></p> <p>We will develop an accredited course and assist you with learning how to budget and live independently.</p> <p>We will develop a peer to peer financial mentoring model, where former care leavers support current care leavers by sharing basic advice and support with issues relating to personal finances and budgeting.</p> <p>You will be offered budgeting sessions with your keyworker or support worker.</p>	<p>Not being able to budget properly may affect you in the long-term and if you require budgeting support then speak to your personal adviser.</p>
<p><b>Welfare benefits</b></p> <p>When you are old enough to apply for benefits, we will help you do this.</p> <p>If you have applied for benefits and are waiting to be paid, we will offer you an allowance to help you live for a period of up to 6-weeks. This allowance will be in the form of cash payments and food vouchers, up to the value of the essential living allowance.</p> <p><b>Benefit options</b></p> <p>Universal credit is a single monthly payment for people in or out of work.</p> <p>It replaces some of the benefits and tax credits that you might be getting now, such as:</p> <ul style="list-style-type: none"> <li>▪ Housing benefit;</li> <li>▪ Child tax credit;</li> <li>▪ Income support;</li> <li>▪ Working tax credit;</li> <li>▪ Income-based jobseeker's allowance;</li> <li>▪ Income-related employment and support allowance.</li> </ul>	<p>You must attend your appointments as it is a criminal offence to lie to the benefits office.</p> <p>You will need to provide your personal adviser with proof that you have applied for benefits.</p> <p>If you don't attend appointments with the job centre you will be sanctioned and your benefits may be stopped.</p> <p>We will only be able to provide food vouchers the first time you are sanctioned, the second time we may refer you to a local food bank. You may not receive any subsistence money from us if you are sanctioned.</p> <p>Your personal adviser will be able to advise and support you with applying for benefits.</p>
<p><b>Setting up home allowances</b></p> <p>We will offer you a setting up home allowance up to the value of £2,000 to buy essential items for when you move into your own home. Instalments will be paid of up to £500 once receipts have been provided</p>	<p>To choose items you really need from the essential items list and only essential items for your home may be purchased.</p> <p>You will need to provide receipts to show that only those essential items have been</p>

Our offer to you	Your responsibilities and our advice
<p>verifying previous payments.</p> <p>At times you may need essential items of furniture before you move onto independent living; the care leavers 18+ service team manager must agree costs and only essential items will be considered.</p> <p>We will support and promote you to progress into independent living in the community, we will provide additional financial support to cover accommodation deposit, 1 month rent advance and agent fees in addition to the £2,000 setting up home allowance.</p>	<p>purchased.</p>
<p><b>Miscellaneous payments</b></p> <p>We understand that everyone has their own unique circumstances.</p> <p>The care leavers 18+ service will consider payments for 'unexpected items' and payments will need to be agreed by the care leavers 18+ service team manager and an assessment of need will be carried out.</p> <p><b>Bursaries for education</b></p> <p>Bursaries or money for your education and training will be provided.</p> <p>Bursary for care leavers in higher education is to be extended to £4,000 provided over 4 years, £1000 per year, to support for a further year after successful completion of degree course.</p> <p>We will provide appropriate financial assistance to help purchase IT equipment and laptops for care leavers up to the age of 25 who are in further or higher education.</p> <p>We will explore the extension of support and financial assistance for college travel fare up to age of 25.</p>	<p>We need you to work in partnership with us and your education/training provider to ensure you are supported and receiving all the support you need from them. This will involve you taking part in discussions about your progress and attendance.</p>
<p><b>Subsistence and food vouchers</b></p> <p>We will pay for day to day essential items and food vouchers to provide to care leavers for the following reasons:</p>	<p>Speak to your personal adviser if you think you are entitled to subsistence and food vouchers or if you are facing an emergency.</p>

Our offer to you	Your responsibilities and our advice
<ul style="list-style-type: none"> <li>▪ As part of an education package;</li> <li>▪ If you are unable to claim benefits;</li> <li>▪ If you are waiting for your benefits to start;</li> <li>▪ In an emergency.</li> </ul> <p><b>Clothing Allowance</b> £120 per year, paid in two separate amounts of £70 and £50.</p> <p><b>Birthday Money Allowance</b> £30 paid on 17<sup>th</sup> birthday. £60 paid on 18<sup>th</sup> birthday.</p>	<p>We may ask for proof of your situation and we fully understand that emergencies do happen.</p>
<p><b>Other sources of funding</b> Some organisations help care leavers by awarding grants that do not need to be repaid.</p> <p>Some grants help with university, moving into independent accommodation and financial support to help you train.</p> <p>Contact the care catch22 advice line on:</p> <p>0207 017 8901 <a href="http://www.catch-22.org.uk">www.catch-22.org.uk</a></p>	<p>Speak to your personal adviser and support worker about what other funds you may be entitled to or try to Google search to investigate and find out what other financial support is out there for care leavers; you may apply to charities and organisations for additional grant funding if you meet their criteria.</p>

## Section 3

### Important documents

We all need important documents because without them we are unable to do simple things such as; applying for a course, claim benefits or open a bank account.

We will ensure you have the important documents that you require in adulthood, such as a passport and a birth certificate. We will also keep copies of your important documents safely on our files and you will be responsible for keeping the original documents safe.

Our offer to you	Your responsibilities and our advice
<p><b>Your national insurance number</b> When you are 15-years and 9-months old, we will apply for you to have a national insurance number.</p>	<p>Ask your social worker if you do not receive this. You no longer receive a NI Card so you need to keep your number safe.</p>
<p><b>Passport</b> We will support you with an application for a 10-year passport and this will be your main source of identification. We will fund application for a Travel Document for our Asylum Care Leavers.</p>	<p>Do not lose this or you will have to apply and pay for a new one. If you do lose this:</p> <ul style="list-style-type: none"> <li>▪ You will not be allowed to leave the country or travel;</li> <li>▪ You may be at risk of identity theft.</li> </ul>
<p><b>Provisional driving licence</b> We will pay 50% towards your provisional driving licence and your theory and practical driving tests, if you need to learn to drive for education and training purposes. If this is agreed, we will pay 50% for a maximum of x20 driving lessons.</p>	<p>You are unable to drive without a provisional driving licence.</p> <p>If you lose your licence you will have to pay for a new one and if you do not turn up for driving lessons, we will discontinue our contribution.</p>
<p><b>Birth certificate</b> If you do not have a birth certificate we will apply for you to get one.</p>	<p>If you lose this document, you will have to pay for a new copy.</p>
<p><b>Keeping documents safe</b> We will keep copies of all your documents safe for you and you will keep the original documents.</p>	<p>At certain times you will need your original documents and copies of documents will not be accepted; for example; opening a bank account.</p>
<p><b>British citizenship</b> If you are entitled to apply for British citizenship before the age of 18, then we will support you to do this.</p>	<p>To tell us you want to apply.</p>

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Our offer to you	Your responsibilities and our advice
<p data-bbox="140 232 448 271"><b>Access to your file</b></p> <p data-bbox="140 273 785 383">If you apply for access to your file, then we will provide you with access to your social services files from the age of 18.</p> <p data-bbox="140 421 785 566">If you would like to see your file, then please make a request in writing and give this to your personal adviser who will make the appropriate arrangements.</p>	<p data-bbox="809 232 1455 378">Think about this decision very carefully as files can be difficult to read. However, we will offer you with full support if you choose to do so.</p>

## Section 4

### Housing options

There are different kinds of housing with support and you will have a large say on where you wish to live. Your social worker and personal adviser will be visiting you and where you choose to live will be agreed in your pathway plan.

If you are at university and require help with the cost of accommodation during vacation time, we will support you with this.

Staying on with foster carers is referred to as *staying put* and you can stay with your foster carer until the age of 21, if agreed. This will not affect you on obtaining permanent tenancy and we have a range of different kind of supported housing options that are available depending on your need.

Our offer to you	Your responsibilities and our advice
<p><b>Independent housing</b></p> <p>It is important to know that you will need to be in education, training or employment before you will be considered for independent housing. You will also need to show us that you can budget, cook and keep your home tidy. If you are living out of county we will inform you about your housing options.</p> <p>When you are in independent accommodation you are responsible for yourself and for paying your bills, such as gas, electricity, council tax and water. We will support you with applications, so you can access registered social landlords, also known as housing associations. If your application is successful you will get a tenancy of your own.</p> <p><b>Council tax</b></p> <p>Council tax is a payment for local services and many people over 18 are liable to pay it and if you are on benefits this cost will be included.</p>	<p>To keep on top of your bills and to abide by your tenancy agreement, you can work with your personal adviser to help you with this as if you do not keep to your tenancy agreement, you may be at risk of eviction and homelessness.</p> <p>Find out about your bills as water, gas, council tax and electricity can all be paid for monthly through your bank and this is a much better option than running up bills.</p> <p>Make sure you know how your rent is being paid as it is your responsibility, whether you are working or on benefits, to ensure that your rent is paid to avoid eviction.</p>
<p><b>Maintenance and DIY</b></p> <p>We will arrange for a maintenance person who can offer you advice and guidance about the property as they can help you with DIY, how to make your house look better.</p>	



Our offer to you	Your responsibilities and our advice
<p><b>Staying put</b></p> <p>If you and your carer agree, you can keep living in your foster placement until you reach 21.</p> <p>You will be a lodger in their home, in that you will be renting a room from them and you will be expected to pay a contribution for your keep.</p>	<p>Staying put will help you maintain a supportive relationship with your carers and, if you decide to do this, we will still help you apply for independent accommodation after you are 21.</p> <p>Do not be in a rush to get your own property as independent living is hard, so make sure you make the right choice for you.</p>
<p><b>Keyword sessions</b></p> <p>For a period, you will have the support of your Personal Adviser when you get your permanent home, to help you settle in. We will provide somewhere suitable to live taking into account your needs and wishes.</p> <p>We will undertake a pathway plan review when you have been in your home for 28-days and at least every 6-months after that.</p> <p>We will provide you with a personal adviser who visits within a week of you moving into your new home, and then visit at least every 2 months after that.</p>	<p>Make sure you use the support from your keyworker as they are there to help and support you and speak to your personal adviser if you feel you are not getting the support you need.</p>
<p><b>Supported and semi-independent accommodation</b></p> <p>This is a supportive accommodation package for care leavers who are ready for independent accommodation but require or would like extra help and support.</p> <p>In Kent there is a range of housing with support, for example some accommodation might be in shared houses or single flats.</p> <p>The key purpose for supported accommodation is there will be staff on hand to support and guide you and they might be there for certain parts of the day or 24 hours.</p>	<p>Engage with your support worker as they will help you access local services and connect with your local community and, if you have any problems with settling in, your support worker will help you.</p> <p>You will be expected to abide by the house rules.</p>

Our offer to you	Your responsibilities and our advice
<p><b>University accommodation in holiday periods</b></p> <p>You will receive a student loan to cover the cost of your university rent and whilst you are at university we can pay your holiday accommodation rent if there is a need.</p> <p>The amount paid will be agreed by the head of the care leavers 18+ service.</p>	<p>If you do not use your accommodation, then you may be risk of losing it.</p>
<p><b>Moving placement and school/college</b></p> <p>We will aim to keep you safe in one place and if you do move we will try to make this planned.</p> <p>If you must change school/college, we will make sure you are well supported with this transition and we will seek to adhere to the principles of staying close.</p>	<p>If you are unhappy in your placement speak to your social worker or personal adviser and they will be able to guide you.</p> <p>Attend your looked after children review and pathway planning meetings so you can talk about your placement and any plans to move you. You will be fully involved in any housing decisions.</p>
<p><b>Ongoing housing support</b></p> <p>Your personal adviser will assist and guide you with housing issues and if you live in supported housing you will have a support worker who will work with you to help you build your independence skills.</p> <p>Your personal adviser may refer you to a floating support worker if you live in your own flat who will help with your personal life and practical life skills, such as; budgeting.</p> <p>We have a rent deposit and rent guarantee scheme that can be accessed by care leavers, enabling them to seek housing in the private rented sector.</p>	<p>If you are allocated a worker and you do not go to meetings the support may stop, so try to engage with your workers and get the maximum benefit from them as they are there to support you.</p>

## Section 5

### Your safety

As your corporate parent, your safety is at our utmost priority and we will do our very best to keep you safe and ensure you have a safe place to live.

If you do get in trouble with the police service, then we will support you and make sure you have an adult you trust with you. If you go missing from our care, we will report you missing and go to the police to try to make sure there is an adult you know or trust who can help you.

Our offer to you	Your responsibilities and our advice
<p><b>A safe place to live</b> If your placement is unsafe we will work with you to move you to somewhere that is.</p>	<p>Make sure you tell us when you are worried about something and don't allow strangers into your home.</p>
<p><b>Keeping safe</b> We will provide you with guidance and practical advice on how to keep yourself practically and emotionally safe and we may refer you to a counsellor or mentor to enable this.</p>	<p>You must work with us and other organisations to keep you safe and ensure you attend appointments.</p>
<p><b>Keeping you in touch</b> Where suitable, personal advisers should help you to keep in contact with relatives and friends that you have met whilst in care.</p> <p><b>If you are in custody</b> We will aim to offer several initiatives to our care leavers who are detained in custody at the time of their care episode.</p> <p>We will ensure we are aware of all care leavers open to the children in care teams and care leavers 18+ service who are in custody and track and monitor the activity of all our care leavers entering and leaving custody.</p> <p>We will establish close working partnerships with the resettlement officers and the local prisons.</p> <p>We will ensure that you are supported by your personal adviser, with more emphasis on them giving their written consent to share</p>	<p>It is important for you to tell us who you wish to be in touch with, you might have lost touch with friends or family, and we will need your help to support you in finding these people.</p>

Our offer to you	Your responsibilities and our advice
<p>and disclose the pathway plan and other significant information in the planning and preparation of their release into the community.</p> <p>We will provide bespoke training to the resettlement officers; this is carried out quarterly and will cover all local prisons where care leavers will be detained.</p> <p>Personal advisers will aim to visit 6-8 weekly and communicate with the allocated resettlement officers, while ensuring the pathway plan is reflective of your overall needs.</p> <p>This will also include, once consent is achieved, contact on behalf of you with family members and partners to promote the contact during detention and in the release planning.</p> <p>During the final sentence over a 12-week period your children in care social worker or personal adviser will be exploring your housing and support options before you are discharged.</p> <p>The discharge plan will be formulated into the pathway plan. We will work with Probation, NACRO and OMU.</p>	

## Section 6

### Getting your voice heard

Having a voice and knowing that your rights are important when you are a care leaver is important and we really want to hear your views, and there are a lot of ways that this can be done.

By allowing your voice to be heard you can help us improve our services and the care system, your workers have a duty to listen to you and involve you in decisions that are made.

Our offer to you	Your responsibilities and our advice
<p><b>Leaving Care Charter</b></p> <p>We know that leaving care can be a difficult and uncertain time with lots of changes to consider. Kent County Council, as your 'Corporate Parent', can be there to guide and support you through it.</p> <p>The Leaving Care Charter explains exactly what you should expect in terms of the help and support Kent County Council will give you as you leave care. It follows on from the Kent Pledge made to children and young people in the care of Kent County Council. The Charter says that you must be asked about important decisions that affect you and that your opinions should be listened to.</p> <p>The Charter explains what you can do if things aren't going well or you feel you are not receiving the support you should. It also tells you how you can have an input into the services Kent County Council provides for children in care and care leavers.</p>	<p>If you do not have a copy of the Leaving Care Charter, please ask your Personal Adviser for one.</p> <p>You can also find it by visiting <a href="http://www.kentcarestown.lea.kent.sch.uk/">www.kentcarestown.lea.kent.sch.uk/</a>.</p>

<p><b>Young Adult Council (YAC)</b></p> <p>YAC is a group of young people in care and care leavers aged 16 and over. They meet regularly to have their say about issues that affect them and others in care or those who have left care, so they can make positive changes both in their own lives and for others. Elected Members, senior leaders and key professionals at Kent County Council regularly come to meet with the members of YAC to hear their views on a variety of topics affecting young people in care and care leavers and take their advice before making significant changes or introducing new policies or procedures.</p> <p>The group also like to have fun. They regularly go on trips, take part in activities and fundraise for charity too.</p>	<p>YAC allows you to have your say and make sure your voice is heard by decision makers in Kent County Council. It is also a great way to meet new people, build confidence and boost your CV.</p> <p>If you are interested in becoming a member of YAC, please contact <a href="mailto:VSK_Participation@kent.gov.uk">VSK_Participation@kent.gov.uk</a>.</p>
<p><b>Challenge Cards</b></p> <p>Challenge Cards are a formal way for you to express your views about issues faced by children in care or care leavers and challenge the way Kent County Council does things. Once a challenge is received, it is taken to one of the Children in Care (CiC) Councils where it is discussed. If the CiC Council feels that the challenge should be taken forward, it is discussed at a meeting of senior officers. It is the officers at this meeting who have the responsibility to decide on actions to meet the challenge and who will carry out these actions. It is also reported to the Corporate Parenting Panel. The Virtual School Kent Participation Team will keep you updated about the progress of your challenge.</p>	<p>Challenges should be about issues that affect many children and young people in care and care leavers. Challenge Cards that are related to personal issues are passed to relevant professionals who can help with the issue raised.</p> <p>Contact the VSK Participation Team to find out more about making a challenge to your corporate parents: <a href="mailto:VSK_Participation@kent.gov.uk">VSK_Participation@kent.gov.uk</a>.</p>

<p><b>Recruit Crew</b></p> <p>Kent County Council believes that it is important to include young people, who have had experience of the care system, when they are recruiting new staff who are going to be working with children and young people. This means that when personal advisers or social workers, for example, are interviewed there is often a young person on the panel too asking questions about the things they feel are important.</p> <p>The 'Recruit Crew' is a group of care experienced young people who regularly support these recruitment activities.</p>	<p>If you would like to sit on an interview panel, please contact <a href="mailto:VSK_Participation@kent.gov.uk">VSK_Participation@kent.gov.uk</a>.</p> <p>The VSK Participation Team also offer a one-day Level Two course in 'Interviewing Skills for Service Users' which helps prepare you for taking part.</p> <p>Both this course and any interview panel experience you have can be added to your CV. The experience can also help you when you are interviewed yourself as it gives you a good insight into the recruitment process.</p> <p>You will often receive vouchers as a thank you for attending and will have your travel expenses paid for.</p>
<p><b>Your personal adviser</b></p> <p>When you turn 18 you will be allocated with a personal adviser as opposed to a social worker.</p> <p>Your personal adviser will keep in contact and arrange meetings with you, they will visit you at home but can also arrange to see you in the community.</p> <p>Your personal adviser will give you advice, information and guidance to help you make the right decisions for you.</p>	<p>The visits from your personal adviser is your chance to allow your voice to be heard, speak to them about any problems you have as we don't want things to happen that you do not want.</p>
<p><b>Changing your personal adviser</b></p> <p>In exceptional circumstances you can request to have your personal adviser changed, request to speak to the care leavers 18+ service team manager if you would like this to be considered.</p>	<p>Speak to your personal adviser to work out any issues that you may have.</p>
<p><b>Contacting your personal adviser</b></p> <p>You will be provided with your personal adviser's mobile number and email address, they work from 09:00-17:00, Monday to Friday and can offer you support during that time.</p>	<p>Contact your personal adviser when you need them and agree who you can contact if you require them outside of their working hours.</p>

<p>Occasionally personal advisers leave, if this does happen then your personal adviser will say goodbye to you at least 2-weeks before this. If this does not happen we will explain to you why.</p>	
<p><b>Grandmentor scheme</b> Grandmentors work with care leavers aged 16-24 and they will meet with you weekly to offer you friendship, support and guidance. Grandmentors are older adults so they have a lot of knowledge and life experience to share.</p>	<p>If you would like a grandmentor then speak to your personal adviser.</p>
<p><b>Participation service</b> You will have access to Kent's participation service where you can get involved in making changes to the care system, going on trips and much more.</p> <p><b>Participation in society</b> We offer the Duke of Edinburgh award to care leavers. We believe that the Duke of Edinburgh award would help young people to integrate in the community.</p> <p>The award is for young people between 14 to 24 and helps young people stand out from the crowd when they apply for college, university or jobs.</p> <p>If you do not know much about the award, here is a link <a href="http://www.dofe.org/do-your-dofe/">www.dofe.org/do-your-dofe/</a>.</p> <p>Kent will offer regular forums, drop-ins and various media platforms for young people to access information and to voice their views, wishes and feelings and share their experience.</p> <p>We will also promote volunteering opportunities for care leavers where they can give back to the community and at the same time the society can have a different experience and view of care leavers.</p>	<p>Get in touch with the service as getting involved in group activities, forums and training will help to boost your self-esteem, develop new skills and help you to build your curriculum vitae.</p>



<p><b>How to complain</b></p> <p>You have the right to complain if you can't solve a problem with your personal adviser or their manager.</p> <p>You can contact our complaints department on:  <a href="mailto:CScomplaints@kent.gov.uk">CScomplaints@kent.gov.uk</a></p>	<p>Try to find a solution with your personal adviser or care leavers 18+ service team manager before contacting the complaint or advocacy services.</p>
<p><b>Advice and help for care leavers</b></p> <p>There are lots of services for care leavers require or would like support and guidance.</p> <p>There are lots of national organisations campaigning for better services for care leavers and they run national consultation events, to hear your views.</p> <p>Contact <i>become charity</i>:  Freephone 0800 023 2033  <a href="mailto:advice@becomecharity.org.uk">advice@becomecharity.org.uk</a></p>	
<p><b>Our pledge to you</b></p> <p>As your corporate parents, we made a pledge to all our children in care.</p>	

## Section 7

### Your health

Your health matters to us, being healthy does not only mean being physically healthy, but it also is defined by your mental and sexual health. There are a lot of services that are provided to ensure all aspects of *being healthy* are met.

Our offer to you	Your responsibilities and our advice
<p><b>Emotional wellbeing</b></p> <p>If you need someone to talk to about any concerns that you do not feel comfortable to share with your personal adviser or a trusted person, then we can refer you to have counselling.</p> <p>You can also use the child line for 24-hours support on: 0800 11 11.</p> <p>There is an excellent service available that can provide support in several life events that may present with difficulties.</p> <p><a href="http://www.livewellkent.org.uk">www.livewellkent.org.uk</a> have a lot of useful information, you can call them on 0800 567 7699 to discuss how they can help you.</p>	<p>If you are struggling, speak up. There are a lot of people who are here to help you.</p>
<p><b>Leisure facilities</b></p> <p>If you would like help to access free leisure care, sport or fitness activities then speak to your personal adviser and if it is agreed by the head of care leavers 18+ service then certain costs will be covered.</p>	<p>We will try our best to give you access to leisure facilities, but this will depend on the cost and the decision of the head of care leavers 18+ service.</p>
<p><b>Sexual health</b></p> <p>If you need help and support with sexual health, you will be referred by your personal adviser to the right services for you. Your support worker or keyworker may also give you advice and guidance.</p> <p>If you are having sex or thinking about having sex it is important that you protect yourself against sexually transmitted infections and unwanted pregnancy by using a condom and planned contraception. You can speak to your personal adviser for assistance with arranging this.</p>	<p>Keep yourself safe, if you do not use a condom you will be at risk of becoming a young parent and catching sexually transmitted infections.</p> <p>There are services that provide you with free condoms, contraception, pregnancy tests and much more.</p> <p>Please click on the link for some services <a href="http://www.kentcarestown.lea.kent.sch.uk/vsk/health-centre">http://www.kentcarestown.lea.kent.sch.uk/vsk/health-centre</a></p>

Our offer to you	Your responsibilities and our advice
<p><b>Dentist and opticians</b></p> <p>If you are receiving benefits you are entitled to free dental and optician care. They are also free if you are under 18 or are in full-time education.</p>	<p>It is important you keep these appointments, otherwise you could be at risk of being taken off the list of patients.</p>
<p><b>Drug and alcohol support</b></p> <p>There are several services that can help with drug and alcohol treatment, including; advice, information, drop in services, structured treatment, counselling, harm reduction and techniques.</p> <p>In East Kent: 0300 123 1186 <a href="https://www.forwardtrust.org.uk/">https://www.forwardtrust.org.uk/</a></p> <p>In West Kent: 0844 225 0652 <a href="https://www.changegrowlive.org/">https://www.changegrowlive.org/</a></p>	<p>If you want help and support, you need to be able to speak up and let us know.</p>
<p><b>Your doctor</b></p> <p>Your personal adviser will help you to sign up with a GP.</p> <p>A GP treats preventative care and health and will be able to refer you to other services, should you require this.</p>	<p>If you move homes, it will be your responsibility to inform your GP and sign up with a different one.</p>
<p><b>Health passports</b></p> <p>When you become a care leaver you will be given a health passport by the looked after children nurse at your last statutory health check, which will contain all your health information. Your health history will be a summary of your overall health and will be provided just before your 18<sup>th</sup> birthday.</p> <p>This will be useful to use when you access health services and adult services.</p>	<p>It is important that you keep this information safe and it could be important to you at any time in the future.</p>

## Section 8

### Your education, training and employment

We will work hard to ensure we support you with your education. If you decide to higher this by attending university we will provide you with up to 4-years of financial support.

Further education is essential for you to gain academic qualifications that you will need when searching for employment later. However, college and university are not the only options and there are training and apprentice schemes that are very popular and can be a good way to learn whilst you earn an income.

Our offer to you	Your responsibilities and our advice
<p><b>Virtual college</b> Whilst you are in year 13 and 14 we will offer support to ensure that you are achieving the best of your ability and we will liaise with your education provider to access additional support where necessary.</p> <p>Virtual college have workers in place to assist you with your education and provide you with additional support.</p> <p>We can support you by providing 1:1 private tuition for maths and English GCSE retakes and will discuss with you and your personal assistant to put this in place if required.</p> <p>We will provide additional information to support you in your university applications and be on hand if you have concerns or worries.</p>	<p>It might not be possible to find a provider for all interests and courses, so you might need to be flexible. It is important that you do attend your training, education or employment placement to avoid being asked to leave.</p>
<p><b>Apprenticeships</b> If you get an apprenticeship or traineeship we will provide you with travel money and assist you until you receive your first pay.</p> <p>Apprenticeships can also be another way of achieving higher education without accruing the university debt.</p>	<p>Please speak to your personal adviser if you would like to find out more information on apprenticeships or traineeships.</p> <p>We hold a money management course, please liaise with your personal adviser if you would like to sign up for this.</p>
<p><b>Finding work and our interview allowance</b> We will provide you with a one-off payment of £50 to purchase clothes for an interview. We will also help by providing you with</p>	<p>Please contact your personal adviser or support worker about help with getting ready for an interview and with applying for jobs, they can help you with this.</p>

Our offer to you	Your responsibilities and our advice
<p>interview practice, assisting with applying for jobs and with creating your curriculum vitae and personal statement.</p> <p>The job centre plus will support you to look and apply for work if you are not in education or employment and adult learning can support you.</p> <p>Our care leavers will receive assistance in purchasing a young person's travel card and or bus pass, so they can get to work.</p>	<p>If you are claiming Job Seekers Allowance you will be expected to work with the DWP to find a job.</p>
<p><b>Exam rewards</b></p> <p>If you provide your personal adviser with images of certificates every time you complete a qualification, we financially reward results from ESOL/GCSE to degree level. This would be £25 cash.</p> <p><b>£100 reward</b></p> <p>If you complete your undergraduate degree, we will reward you with £100.</p>	<p>Please make sure you let us know when you do achieve some success, we would like to celebrate this with you.</p>
<p><b>University</b></p> <p>If you decide to go to university we will assist you with your housing during holiday periods and provide you with extra financial support. Long-term funding for higher education will be agreed by our management team if necessary.</p> <p>We will support you for a maximum of 4-years of university study:</p> <ul style="list-style-type: none"> <li>▪ You will be eligible to apply for a student loan;</li> <li>▪ We will support you to visit universities prior to acceptance; with travel costs.</li> <li>▪ We will assist you with the initial costs of moving to &amp; from university up to £200.</li> </ul> <p>You may also be entitled to additional support from the university who often have additional funds and grants for care leavers.</p>	<p>If you are thinking about applying for university, please speak to your personal adviser as they will be able to assist with applying for your personal loan.</p>

Our offer to you	Your responsibilities and our advice
<p><b>University support for unaccompanied asylum-seeking young person</b>            You may study at university if you are an unaccompanied asylum-seeking young person. However, you may not be entitled to pay home fees and you may not be eligible for student finance.</p> <p>Some universities use their discretionary powers to allow unaccompanied asylum-seeking young people to study as home students.</p> <p><b>Discretionary leave to remain</b>            You may be entitled to university support if:</p> <ul style="list-style-type: none"> <li>▪ You live in England;</li> <li>▪ You have lived in England for 3-years;</li> <li>▪ You are under 18 or you have lived in England for 7-years.</li> </ul> <p><b>Indefinite leave to remain</b>            You may be entitled to home fees and student finance.</p>	<p>If you are interested in applying for university it will depend on your immigration status, please contact your personal assistant who can assist you with this.</p>
<p><b>Further education</b>            You will be supported if you are in further education and there are several funds available to you:</p> <p><b>16-19bursary</b>            Please apply for the bursary from your student services adviser at college during the <b>FIRST</b> week of your studies.</p> <p><b>Discretionary learner support fund</b>            If you are advised that support is not available immediately discuss this with your personal adviser who can assist you.</p> <p><b>Care to learn</b>            For young parents, aged 19 and under, there is government funding to support in place to assist with nursery and childminder costs for young parents.</p>	<p>If you are not in employment, on a training programme or in education you will have to claim benefits.</p> <p>Your attendance and behaviour will be monitored and if you are a young parent, then please contact your personal adviser about what extra support is available for you.</p>

Our offer to you	Your responsibilities and our advice
<p><b>Volunteering</b> We will support and encourage you access volunteering opportunities.</p>	<p>Volunteer placements can be great fun, you can earn accreditation and receive a small allowance for travel and lunch.</p>
<p><b>Travel costs</b> If you live in Kent, we will provide you with a 16+ travel card which you can use up until the age of 21 years.</p> <p>Consideration will be given to additional payment if having to travel outside of Kent, to be agreed by Team Manager.</p> <p>If you are in full time education, training and living and learning in London, you are entitled to one of the following:</p> <ul style="list-style-type: none"> <li>▪ 16+ student oyster card- this offers free travel on buses and trams across London;</li> <li>▪ 18+ student oyster card – this offers 30% off the cost of adult travel fare.</li> </ul>	<p>If you are under 19 and in full-time education, please apply for the 16+ oyster card (not 18+) as you are eligible for free travel.</p> <p>We will pay a £10 administration cost for you to get an oyster card or equivalent for the area you live in.</p> <p>Please click on link for further information <a href="https://www.kent.gov.uk/roads-and-travel/travelling-around-kent/bus-travel/bus-passes/16-travel-card">https://www.kent.gov.uk/roads-and-travel/travelling-around-kent/bus-travel/bus-passes/16-travel-card</a></p>
<p><b>Studying away from home</b> Funding may be available for those who would like to access specialist courses outside of the local area.</p> <p>This would have to be agreed by the care leavers 18+ service team manager. The 2 main types of funding are:</p> <ul style="list-style-type: none"> <li>▪ Residential bursaries from the college;</li> <li>▪ Residential support schemes.</li> </ul>	<p>Please let us know how we can support your study.</p>
<p><b>Additional education payments</b></p> <ul style="list-style-type: none"> <li>▪ We will pay the registration and/or exam fees for your agreed course;</li> <li>▪ We will support you with essential equipment and books as agreed on an individual basis;</li> <li>▪ We will pay an exam reward money when you have completed qualifications.</li> </ul>	<p>Please contact us if you feel things are going wrong and you are struggling with the course – we can help to support you.</p>

## Section 9

### Useful contact information

Our offices	
Worrall House 03000 421 124	30 Kings Hill Avenue West Malling Kent ME19 4AE
Thistley Hill 03000 410 701	Melbourne Avenue Dover Kent CT16 2JH
The Sunlight Centre <i>Drop-in</i>	105 Richmond Road Gillingham Kent ME7 1LX
Information zone	3 Palace Avenue Maidstone Kent ME26 6NF

Feedback or suggestions about Virtual School Kent?		
The Young Adult Council	<a href="mailto:Vsk_participation@kent.gov.uk">Vsk_participation@kent.gov.uk</a>	03000 419163
Need a travel pass?		
Young person's travel pass	<a href="mailto:youngpersonstravelpass@kent.gov.uk">youngpersonstravelpass@kent.gov.uk</a>	03000 418484

Websites with helpful information regarding training providers in Kent, and apprenticeships		
<a href="https://www.readytoworkkent.co.uk/">https://www.readytoworkkent.co.uk/</a>		
<a href="http://www.apprenticekent.com/home">http://www.apprenticekent.com/home</a>		
<a href="http://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training">http://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training</a>		
<a href="http://www.kent.gov.uk/leisure-and-community/volunteering">http://www.kent.gov.uk/leisure-and-community/volunteering</a>		
You may also find useful...		
Benefits	<a href="http://www.gov.uk/browse/benefits/entitlement">www.gov.uk/browse/benefits/entitlement</a>	
Solicitor	<a href="http://www.lawsociety.org.uk/find-a-solicitor">www.lawsociety.org.uk/find-a-solicitor</a>	
Care Leavers Association	<a href="http://www.careleavers.com">www.careleavers.com</a>	0161 2361980
National Leaving Care Advisor Service	<a href="http://www.leavingcare.org">www.leavingcare.org</a>	020 7336 4824
Care Leavers Foundation	<a href="http://www.thecareleaversfoundation.org">www.thecareleaversfoundation.org</a>	01678 540 598
Refugee Council	<a href="http://www.refugeecouncil.org.uk">www.refugeecouncil.org.uk</a>	0808 808 0500
New Horizon Youth Centre	<a href="http://www.nhyouthcentre.org.uk">www.nhyouthcentre.org.uk</a>	020 7388 5580
Citizens Advice Bureau	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>	0300 330 1313
Shelter	<a href="http://www.shelter.org.uk">www.shelter.org.uk</a>	0808 800 4444
Who Cares Trust	<a href="mailto:advice@thewhocarestrust.org.uk">advice@thewhocarestrust.org.uk</a>	020 7017 8901
Voice	<a href="http://www.voiceyp.org">www.voiceyp.org</a>	0808 800 5792



**From:** Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2019

**Subject:** The Commissioning Plan for Education Provision in Kent 2019-23

**Classification:** Unrestricted

**Past Pathway of Paper:** None

**Future Pathway of Paper:** Cabinet Committee 14 January 2018

**Electoral Division:** All

This report provides the Committee with the opportunity to comment on the Commissioning Plan for Education Provision in Kent 2019-23 prior to final approval by Cabinet.

**Recommendations:**

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 14 January 2019.

**1. Introduction**

- 1.1 The Commissioning Plan for Education Provision in Kent (KCP) is a five-year rolling plan which is updated annually. It sets out how Kent County Council discharges its statutory responsibility to provide sufficient early years, SEND, primary and secondary places and to ensure that there are appropriate learning pathways for pupils at post-16. It is our responsibility to ensure that we have enough places in the right locations and at the right time to meet the demands of increased pupil numbers and parental preferences. The Local Authority's role has changed to being the commissioner, as well as continuing to be a provider, of education provision.
- 1.2 The KCP sets out the principles by which we determine proposals, and it forecasts the need for future provision. It also sets out in more detail plans to meet the commissioning needs which arise in each district and borough in Kent, during the next three to five years.
- 1.3 This updated KCP is a 'live' document which underpins our on-going dialogue and consultation with schools, district and borough councils, diocesan authorities, KCC Members and local communities, to ensure we meet our responsibilities.

## 2. The demographic context

- 2.1 Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012 when there was a baby boom of 18,147 but fell in 2013 to 16,955. Between 2014 and 2017 the number of live births has begun to rise to the latest figure of 17,467, but the level of growth would appear to be at around one third of the rate than that seen between 2002 and 2012. As well as increases in the birth rate and birth numbers, inward migration into the County has increased particularly from London Boroughs. The combination of these factors will require additional school places, particularly at secondary level.
- 2.2 New housing is also a driver for the increase in school rolls. For the first time our forecasts include the pupils that we would expect to see from new developments. This suggests that, between the years 2017-18 and 2022-23, should all housing be delivered in line with district and borough council plans, primary school rolls could increase by up to 11,500 pupils and secondary rolls by up to 20,000 pupils.

## 3. Our Commissioning Intentions

- 3.1 The KCP 2019-23 identifies the need for additional permanent and temporary mainstream school and specialist places each year as follows. Additional provision will be secured through a combination of expanding existing schools and opening new ones.

### Mainstream Schools

By 2019-20	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-2030
<b>Primary</b> 3FE	<b>Primary</b> 11.3FE	<b>Primary</b> 8.1FE	<b>Primary</b> 6FE	<b>Primary</b> 13.3FE	<b>Primary</b> 16.2FE
40 Year R places			30 Year R places		
<b>Secondary</b> 10 FE	<b>Secondary</b> 22FE	<b>Secondary</b> 30FE	<b>Secondary</b> 18FE	<b>Secondary</b> 36FE	<b>Secondary</b> 12FE
570 Year 7 places	510 Year 7 places	520 Year 7 places	300 Year 7 places	360 Year 7 places	210 Year 7 places

Primary - Total of 58FE\* across the Plan period and 70 temporary Year R places.

Secondary - Total of 128FE\* across the Plan period and 2,470 temporary Year 7 places.

\*All figures rounded to the nearest 0.5FE

### Specialist Provision

By 2019-20	By 2020-21	By 2021-22
363 places	450 places	538 places

Total of 1,351 specialist places across all key stages are planned for the forecast period.

## 4. Financial Implications

- 4.1 The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The pressure on the County's Capital Budget continues to increase as a result of the requirements set out in the Plan. This pressure will continue the further ahead we look.
- 4.2 The cost of delivering new schools and school expansions is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and Community Infrastructure Levy monies (CIL). Basic Need funding provided to KCC does not support the delivery of the school places needed to support new housing, developers are expected to fund these. As Basic Need funding is an annual allocation, based on a three-year rolling allocation, cash flow issues arise when delivering new schools which have high upfront capital costs. Developer contributions, although a major contributor to the capital cost of new schools and school expansions, are generally linked to housing delivery and there is a significant lag between the need for the County to deliver school places and the receipt of the developer contributions. The need to provide funding to bridge this gap is a growing pressure on the Council. As the pressure for new school places moves from the primary to secondary sector this issue will exacerbate with for example a new 6FE secondary school costing in excess of £20,000,000 to deliver.
- 4.3 Another funding option is the Free Schools programme; though recent changes in the Free School Wave process means that the scope is more limited than before. The impact of the delays to the previous rounds of free schools is being felt in the pressure for school places in some parts of the County and the pressure is reflected in the new Kent Commissioning Plan.
- 4.4 It remains the statutory duty of the Local Authority to secure sufficient school places. KCC officers will continue to work with Education, Skills and Funding Agency (ESFA) officials to address our concerns, with particular reference to how the school's capital costs can be met ahead of the full contributions being received from developers and the need to revise some of the existing regulations around S106 funding which has cost Kent around £46m in the past 4-5 years.

## 5. Next Steps

- 5.1 Following receipt of the Children's, Young People and Education Cabinet Committee's comments, final changes and amendments will be made to the Commissioning Plan prior to it being presented to Cabinet for consideration and approval on 14 January 2019. The final approved Plan will be published as soon as it has been agreed by Cabinet.

## 6. Recommendation(s)

- |  |
|--|
| 6.1 The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the Plan prior to the final version being considered and approved by Cabinet on 14 January 2019 |
|--|

## 7. Background Documents

- 7.1 Vision and Priorities for Improvement 2018-21  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/vision-and-priorities-for-improvement>

7.2 Commissioning Plan for Education Provision in Kent 2018-22

[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0003/66990/Kent-Commissioning-Plan-for-Education-Provision-2018-22.pdf)

7.3 Equalities Impact Assessment.

[http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0004/66991/Kent-Commissioning-Plan-For-Education-2018-22-Equalities-Impact-Assessment.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0004/66991/Kent-Commissioning-Plan-For-Education-2018-22-Equalities-Impact-Assessment.pdf)

## **8. Contact details**

Report Author:

David Adams

Area Education Officer – South Kent

03000 414989

[david.adams@kent.gov.uk](mailto:david.adams@kent.gov.uk)

Relevant Director:

Keith Abbott

Director of Education Planning and Access

03000 417008

[keith.abbott@kent.gov.uk](mailto:keith.abbott@kent.gov.uk)

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

**Directorate/ Service: Children Young People and Education**

**Name of decision, policy, procedure, project or service:** Commissioning Plan for Education Provision in Kent 2019-23

**Responsible Owner/ Senior Officer:** David Adams (AEO South)

**Version:** 1

**Author:**

**Pathway of Equality Analysis: CYPECC**

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

The Commission Plan for Education Provision in Kent is an annual publication that provides an overarching framework for determining when and where education provision may be needed in the future.

- **Aims and Objectives**

The aim of the Plan is to:

- Provide an overarching framework for determining when and where education provision may be needed in the future. To this end it sets out the forecast number of children and young people in Kent and breaks this down to smaller geographical areas (districts and planning groups within these) to show where there may be a need for more or fewer places.
- Set out the principles which will be used to consider and evaluate individual proposals which might come forward (be commissioned) to address any identified shortage or surplus of places in a locality.

- **Summary of equality impact**

In respect of an equality impact assessment, we believe that this would be carried out at two levels. First, in respect of the Commissioning Plan itself, the assessment is whether the commissioning principles and guidelines may have an impact (either positive or negative) on any protected groups and if so what action, if any, should be taken to amend the Plan or to mitigate the negative impacts. The second, a more detailed analysis of the impacts on any protected group arising from individual education consultation proposals.

This Equality Impact Assessment deals solely with the first of these two levels, namely the principles and guidelines of the Commissioning Plan for Education Provision.

The EqIA will focus on the overarching principles and the planning guidelines for commissioning school places in the County as these will guide future provision and are the areas to be consulted.

Updated 21/11/2018

**Adverse Equality Impact Rating Low  
Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning The Commissioning Plan for Education Provision in Kent 2019-23. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**



Signed: \_\_\_\_\_

Name: David Adams

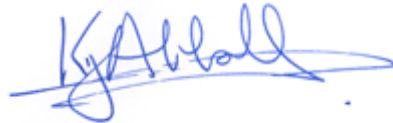
Job Title: Area Education Officer (South)

Date: 26-9-2018

**DMT Member**

Signed: \_\_\_\_\_

**DMT Member**



Signed: \_\_\_\_\_

Name: Keith Abbott

Job Title: Director Education, Planning and Access

Date: 26-9-2018

**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?**

1. We will always put the needs of the learners first.

2.

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				<p>High positive impact for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>This approach means that we will aim to meet the educational needs of all pupils including the most vulnerable learners*. The needs of protected groups will be considered in any consultation through an EqIA specific to that consultation.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

\*\*The most vulnerable learners in this context included those entitled to Pupil Premium funding, who are looked after or are classified as SEN.



2. Every child has access to a local good or outstanding school, which is appropriate to their needs.

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				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

**3. All education provision in Kent should be financially efficient and viable.**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority’s ‘Vision and Priorities for Improvement’.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				Positive for all children. A school remaining viable is critical to the quality of education it can provide and is fundamental to providing the range of choice we aspire to for our communities.
<b>Race</b>				
<b>Religion and Belief</b>				We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disabled pupils or parents/carers if they have to incur the costs of travelling further for a school place. This may also impact on pupils with SEN who may have to travel further to access appropriate provision. The impact will need to be tested in the specific EqlA for an individual consultation.
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer’s Responsibilities</b>				

**4: We will aim to meet the needs and aspirations of parents and the local community.**

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
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>The KCP identifies gaps in provision for Early Years through to Post 16 including provision for pupils classed as disabled due to their special educational needs.</p> <p>The views of parents and the local community will be captured and considered at every opportunity during a consultation. This will include capturing opinion by recording and transcribing public meetings, ensuring consultation information is spread widely in the consultation area and encouraging emailed as well as posted responses.</p> <p>We will ensure that all our consultations are made accessible, from the venues in which we hold meeting to the options provided for responding to a given consultation.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

**5. We will aim to promote parental preference**

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities.</p> <p>Responding parental preferences in respect of school choice and diversity means that provision will respond to a range of needs within a community. However, the Local Authority is mindful that the expansion of a popular school could make other schools in the area less viable. Particularly when a school is rated as Requires Improvement or Inadequate. These schools may well have a higher percentage of pupils from disadvantage families, pupils with SEND needs or who have English as an Additional Language. For each consultation a separate EqlA will be completed to assess and understand the equality implications and opportunities.</p> <p>Analysis of admissions data will be undertaken in districts where we do not achieve our preference targets to identify if any protected group disproportionately affected. If this is the case actions will be put in place to redress the situation.</p> <p>These assumptions will be tested as part individual</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

				school consultation processes.
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6. We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit to the community.

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
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Views within a consultation will be captured and considered at every opportunity. This will include capturing opinion by recording and transcribing public meetings, ensuring consultation information is spread widely in the consultation area and encouraging emailed as well as posted responses.</p> <p>We will ensure that all our consultations are made accessible, from the venues in which we hold meeting to the options provided for responding to a given consultation.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

7. The needs of Children in Care and those with SEN will be given priority in any commissioning decision.

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
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				Positive for children with SEN and disabilities.
<b>Race</b>				Looked after children will be able to access educational provision across the County including Unaccompanied Asylum Seeking Children.
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				Consultation will seek to elicit views in relation to this priority.
<b>Marriage and Civil Partnerships</b>				These assumptions will be tested as part individual school consultation processes.
<b>Carer's Responsibilities</b>				

8. We will give priority to organisational changes within schools that create environments better able to meet the needs of vulnerable children including those who have SEN and disabilities, come from minority ethnic communities and/or from low income families.

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
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>KCC policy is to expand schools that are rated Good or Outstanding. These schools are reducing the gaps in achievement between the groups with protected characteristics and all other pupils.</p> <p>Therefore, this is a positive for children with SEN and disabilities and those from minority communities and/or from low income families.</p> <p>These assumptions will be tested through individual consultations.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				



9. We will ensure we make the most efficient use of resources.

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				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>The impact on all groups particularly those with protected characteristics will be evaluated when resourcing decisions are made.</p> <p>We understand that the cheapest commissioning option may not always make the most efficient use of our resources. The use of resources must have a positive impact on protected groups.</p> <p>These assumptions will be tested through consultation.</p>
Disability				
Sex				
Gender identity/ Transgender				
Race				
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				
Carer's Responsibilities				

10. Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.

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
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential</p> <p>Statistically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in "Requires Improvement/Inadequate" schools then those that are "Good/Outstanding".</p> <p>If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and disadvantaged pupils in the short term.</p> <p>These assumptions will be tested through consultation.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

11. If a provision is considered or found to be inadequate by Ofsted, the Local Authority will seek to commission alternative provision where the Local Authority and the local community believe this to be the quickest route to provide high quality provision.

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
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential</p> <p>Statistically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in "Requires Improvement/Inadequate" schools then those that are "Good/Outstanding".</p> <p>If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and Disadvantaged pupils in the short term.</p> <p>These assumptions will be tested through consultation.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

12. In areas of high housing growth, we will actively seek developer contributions to fund or part fund new and additional provision.

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				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				Positive for all children.
Race				It can be reasonably assumed that lower income families will access social housing and therefore some or the most disadvantaged pupils will be resident in areas of high housing growth. Through the consultation process, we will review the education provision in the locality to ensure that it is accessible to all including the most disadvantaged pupils.
Religion and Belief				
Sexual Orientation				
Pregnancy and Maternity				
Marriage and Civil Partnerships				These assumptions will be tested through consultation.
Carer's Responsibilities				

13. In areas of high surplus capacity, we will take action to reduce such surplus.

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqlA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age</b>				<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Areas of high surplus are spread around the county. The surplus can change significantly from one planning group to the next. We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disadvantaged families if they have to incur the costs of travelling further for a school place or pupils SEN pupils who may have to travel further to access appropriate provision.</p> <p>If the reduction of surplus numbers has to be considered via the reduction of Published Admissions Numbers or a school closure, a careful assessment of the impact on all protected characteristic groups will, be undertaken.</p> <p>Further equality impact assessments specific to those consultations will be undertaken at that point.</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

#### 14. Planning Guidelines – Primary:

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability schools should be able to operate at least 4 classes.
- We will actively look at federation opportunities for small primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred).
- We believe all through primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises, we will either amalgamate separate infant and junior schools into a single primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- All present primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

Protected Group	Please provide a <b>brief</b> 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
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority’s ‘Vision and Priorities for Improvement’.  Overall positive for all children as the quality of provision is of primary concern. The planning guideline may be more difficult to comply with by minority groups, for example to promote a school with a religious characteristic, hence the guidance is “should” rather than “must”. Consideration of the merits of the individual proposal, against the broad range of principles and
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and</b>				

<b>Maternity</b>				<p>guidelines, and our equalities duties would be made at the time.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>	
<b>Marriage and Civil Partnerships</b>					
<b>Carer's Responsibilities</b>					

## 15. Planning Guidelines – Secondary:

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for secondary schools will not normally be less than 120 or greater than 360. PANs for secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- Proposals for additional secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools (primary through to secondary) where this is in the interests of the local community.

Protected Group	Please provide a <b>brief</b> 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
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				Positive for all children.
<b>Race</b>				Overall positive for all children as the quality of provision is of primary concern.
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				The planning guideline may be more difficult to comply with by some groups, such as faith groups, hence the guidance is "will not normally" rather than "must".
<b>Pregnancy and Maternity</b>				
<b>Marriage and Civil Partnerships</b>				Therefore, we will consider the merits of the individual proposal, against the broad range of principles and



<b>Carer's Responsibilities</b>				<p>guidelines, and our Public Sector Equality Duty will be made at the time.</p> <p>There are a number of single sex secondary schools in Kent, predominantly selective schools. The need to ensure sufficient provision exists for both boys and girls will be part of a specific commissioning decision in areas where this is relevant. Where we are proposing to make changes at single sex secondary schools the issues relating to sex/gender will need to be taken into account.</p>
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## 16. Planning Guidelines - Special Educational Needs:

- We aim, over time, to build capacity in mainstream settings, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- We will aim to commission specialist provision in any new Primary or secondary school. This could either be through the inclusion of a Special Resourced Provision (SRP) or a satellite provision linked to a local special school.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent Special schools. For young people aged 16–19 provision may be at school or college. For young people aged 19–25 provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

Protected Group	Please provide a <b>brief</b> 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
<b>Age</b>				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.  It is also anticipated that Planning Guidelines for children and young people with SEN will have a positive impact on the provision of school places for this group. Specifically, it is anticipated that this will have a positive impact for children and young people with disabilities. These assumptions will be tested as part individual school consultation processes.
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				

<b>Marriage and Civil Partnerships</b>				
<b>Carer's Responsibilities</b>				

## 17. Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must meet an identified need and adhere to the planning principles and guidelines set out above.

Protected Group	Please provide a <b>brief</b> 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				Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability				
Sex				
Gender identity/ Transgender				Overall these guidelines are positive. Increasing access to high quality education provision benefits all and increases parental choice.
Race				
Religion and Belief				Any negative impact on neighbouring schools, and therefore children's education, would be considered as part of the evaluation of individual proposals.
Sexual Orientation				
Pregnancy and Maternity				This would include the impact on groups with protected characteristics.
Marriage and Civil Partnerships				
Carer's				These assumptions will be tested as part individual

<b>Responsibilities</b>				school consultation processes.
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### Planning guidelines – Support of Small Schools

Kent County Council and its partners, in particular the dioceses, will ensure that:

- support is given to small schools seeking to collaborate, federate or join appropriate multi-academy trusts
- All relevant local authority plans, and policies explicitly address the needs of small schools;
- All services provided or brokered through the council take account of the needs of small schools in terms of the services offered and pricing;
- The allocation of revenue and capital funding takes into account the needs of small schools.
- They will work closely with both diocesan boards of education to ensure that the distinctive character and ethos of small church of England schools is protected and maintained in future collaborative arrangements.

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<b>Protected Group</b>	<b>Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.</b>			
	<b>High negative impact EqIA</b>	<b>Medium negative impact Screen</b>	<b>Low negative impact Evidence</b>	<b>High/Medium/Low Positive Impact Evidence</b>
<b>Age</b>				<p>There are 89 small school is Kent (those with less than 150 pupils. Kent County Council values small primary schools and recognises the contribution they make to the education of children in rural areas. KCC policy is to ensure small schools thrive and continue to play a valued role in their local communities.</p> <p>This is a positive impact for:</p> <p>For families with a Christian faith and a preference for Church of England Schools as 64% of our small schools being linked to either the Diocese of Canterbury or</p>
<b>Disability</b>				
<b>Sex</b>				
<b>Gender identity/ Transgender</b>				
<b>Race</b>				
<b>Religion and Belief</b>				
<b>Sexual Orientation</b>				
<b>Pregnancy and Maternity</b>				

<b>Marriage and Civil Partnerships</b>				Rochester.
<b>Carer's Responsibilities</b>				<p>For all families as our small schools accept pupils of any faith or no faith.</p> <p>Positive for all groups, as supporting our small schools to stay open will ensure that there is local provision for our rural communities. Thus, reducing the need to travel distances for primary education.</p>

**The County Council's goals by 2021 are to ensure:**

Goal	Equality Impact
There will be more good schools, with at least 95% of Primary and 96% of secondary schools judged as good or outstanding. 100% of Special schools will be good or outstanding.	Positive for all children and particularly for vulnerable groups of children including children with SEN and disabilities.
Ensure at least 92% of families secure school places at their first preference primary school, and 75% secure school places at their first preference secondary school. At least 95% secure either their first or second preference at both primary School and 85% at secondary school.	No particular negative equality impact is perceived. Analysis of admissions data will be undertaken in districts where we do not achieve our preference targets to identify if any protected group is disproportionately affected. If this is the case actions will be put in place to redress the situation.
There is 5% surplus capacity in schools across the County.	This is positive in that it provides spare places for groups such as Gypsy Roma and Traveller children, children whose parents are in the armed forces and both national and international migration into the County. It also enables parental preference.
Ensure there are at least 5% surplus Year R places in each of the 12 districts in Kent.	This is positive in that it provides spare places for groups such as Gypsy Roma and Traveller children, children whose parents are in the armed forces and both national and international migration. It also enables parental preference.
To make appropriate provision for children with special educational needs so as to reduce the number of pupils who need to attend independent and out of County provision to 260.	Making appropriate local provision available is positive for children with special educational needs and will have a positive impact for the disability protected characteristic.

David Adams  
Area Education Officer (South Kent)

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

Not known at this point

#### **Information and Data used to carry out your assessment**

Pupil forecasts from Management Information.

Housing forecasts from District Core/Local plans or their variants

#### **Who have you involved consulted and engaged?**

District and borough councils, schools, KCC members and the wider public will have the opportunity to comment on the plan prior to the adoption of the KCP by KCC Cabinet committee in January 2019.

#### **Analysis**

To be commented on after the consultation period.

#### **Adverse Impact,**

Any Adverse impact will be commented on and mitigation put in place if required after the consultation.

#### **Positive Impact:**

The over-arching nature of the Commissioning Plan for Education Provision 2019-23 means that the equalities impact assessment is also at a strategic, rather than specific level. In broad terms the Plan focuses on the positive impacts for all children and young people, particularly the most vulnerable pupils and those with SEND. It will provide a vehicle through which individuals and groups can make their voices heard regarding both current education provision and future proposals. An equality impact assessment will be completed as part of each individual consultation process that follows on from the commissioning plan. This assessment indicates that in line with our legal duties, the principles and planning guidelines, and thus commissioning decisions, there should be no impact on characteristics identified in the sections above.

Any identified positive impact will be commented on and mitigation put in place if required after the consultation.

### **JUDGEMENT**

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

#### **Internal Action Required**

See action plan

**YES**



## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
ALL	Although no adverse impacts have been identified, this is a strategic plan which will affect all children and young people in Kent as such it will need to be consulted on in order to ensure that any adverse impacts which may not have been identified by KCC are raised by protected groups	Consultation	No change	D Adams	Consultation complete by 15 December 2018	Any significant changes to the cost of implementing commission proposals will be brought to the attention of Cabinet

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

Yes

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# Commissioning Plan for Education Provision in Kent

2019 – 2023



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## 2 Foreword

Welcome to the County Council's Commissioning Plan for Education Provision in Kent for 2019-23. This is the latest edition of our five year rolling Plan which we update annually. It sets out our future plans as Strategic Commissioner of education provision across all types and phases of education in Kent. This year the plan has changed through the introduction of a new methodology to forecast school places, which factors in the additional pupil places required to support planned housing development. This enables us to fully assess the impact of future housing development and further supports the delivery of essential infrastructure required to support the developing communities of Kent.

The last 8 years have seen a major expansion of provision across the county as we have responded to a substantial increase in the growth of the pupil population resulting from a significant and sustained rise in the birth rate coupled with increasing net migration into the county. We have invested heavily in the school estate creating 20,262 new primary school places and 2,020 new secondary school places since 2010/11. This has been achieved through the collective efforts of Kent, its schools and other key partners

We now face the next challenge as these additional primary pupils begin to move into the secondary phase alongside the existing challenges of the continuing impact of net migration and house building within the county. The latest housing forecasts suggest that across the 5 year period 2017-18 to 2021-22 up to 45,000 new houses could be developed. This represents approximately 20,000 more houses than across the previous 5 year period.

In view of the above we expect to see increases in primary school rolls of up to 11,500 extra pupils and secondary rolls of up to 20,000 extra pupils by the end of 2022-23. We will also need to provide some 1,400 additional places for pupils with SEND. We are mindful that housing may not come forward at the rates identified and that the timing of our commissioning intentions may therefore need to flex accordingly. However, the Plan highlights the pressures that the County Council faces as the commissioner of education provision. We continue to work closely with the district and borough councils, dioceses, developers, established schools and sponsors of new schools to ensure that school places are delivered in the right location at the right time.

The scale of the demand alongside the increasing impact of new housing means that in the next few years more of the additional provision we need to create is likely to require a greater proportion of brand new schools than has been the case previously where much of the additional capacity has been delivered through more than 170 school expansion projects. This has major implications for the capital programme as we will need to secure much of the funding through s106 developer contributions and CIL funding. The need to secure the capital funding to fulfil our responsibility to secure sufficient school places is a major piece of work. School places are generally needed well in advance of developer contributions being received. The assumptions which sit behind the Basic Need funding provided to KCC do not support the delivery of new schools with their high upfront capital costs, particularly so in the case of secondary schools. Having already raised our



concerns with government about this, as well as the need to revise the s106 regulations which currently prevent us securing an appropriate level of funding, we will need to find a way forward. There will need to be a recognition that a means of overcoming the need to meet capital costs ahead of the full contributions coming through and which does not rely on Kent having to borrow significantly in order to forward fund is required.

This new Plan builds upon the positive achievements of the past year and provides a clear direction for education providers for the next few years. A report documenting the progress made since this time last year was presented to the Children, Young People and Education Cabinet Committee on 10 July 2018 and can be found here:

<http://www.kent.gov.uk/education-and-children/schools/education-provision/education-provision-plan>

We believe the Commissioning Plan for Education Provision in Kent sets out a reliable and realistic vision for future education provision and provides the template for schools and other providers to work closely with the Local Authority to deliver a place in a good or outstanding school for every Kent child.

**Roger Gough**  
**Cabinet Member**

**Matt Dunkley**  
**Corporate Director**

**Children, Young People and Education**



## 3 Executive Summary

### 3.1 Purpose

The County Council is the Strategic Commissioner of Education Provision in Kent. This Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships. The Plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient places for Kent children in schools, and other provisions. It is subject to regular discussion and consultation with schools, district/borough councils, KCC Members, the diocesan authorities and others. The content of this Plan reflects those discussions and consultations.

### 3.2 The Kent Context

Kent is a diverse County. It is largely rural with a collection of small towns. Economically our communities differ, with economic advantage generally in the West, and disadvantage concentrated in our coastal communities in the South and East. Early Years education and childcare are predominantly provided by the private and voluntary sectors. Our schools are promoted by the County Council and many different trusts and take different forms including infant, junior, primary, grammar, wide ability comprehensive, all-through, single sex and faith based. Post-16 opportunities are available through schools, colleges and private training organisations.

### 3.3 What We Are Seeking to Achieve

Our vision is that every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve. Our overarching priorities and targets for education in Kent are set out in the strategic document: **Vision and Priorities for Improvement 2018-21**. Focusing on commissioning education provision from good or better providers can assist in securing this vision.

In order to address the commissioning needs outlined in this Plan we welcome proposals from existing schools, trusts, the three dioceses and new providers.

### 3.4 Principles and Guidelines

The role of the Local Authority is set within a legal framework of statutory duties which are set out in the relevant sections of the Plan. We also have a set of principles and planning guidelines to help us in our role as the Commissioner of Education Provision (Section 6). It is important that the Local Authority is transparent and clear when making commissioning decisions or assessing the relative merits of any proposals it might receive.



### 3.5 **Kent's Demographic Trends**

Information from the Office for National Statistics shows that in 2005 there were 15,613 live births in Kent (excluding Medway). The number of births rose each year up to 2012 when there was a baby boom of 18,147 but fell in 2013 to 16,955. Between 2014 and 2017 the number of live births has begun to rise to the latest figure of 17,467 but the level of growth would appear to be at around one third of the rate than that seen between 2002 and 2012.

New housing is the major driver for the increase in school rolls. The primary and secondary school roll forecasts include for the first time the pupils that we would expect to see from new developments. This suggests that, should all housing be delivered in line with district plans, between the years 2017-18 and 2022-23 we could expect increases in primary school rolls by up to 11,500 pupils and secondary rolls by up to 20,000. Further information on our forecasting methodology can be found in Appendix 14.1.

### 3.6 **Capital Funding**

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places. The pressure on the County's Capital Budget continues to increase as a result of the requirements set out in the Plan. This pressure will continue the further ahead we look.

The cost of delivering new schools and school expansions is currently met from Basic Need grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and Community Infrastructure Levy monies (CIL). Basic Need funding provided to KCC does not support the delivery of the school places needed to support new housing, developers are expected to fund these. As Basic Need funding is an annual allocation, based on a three year rolling allocation, cash flow issues arise when delivering new schools which have high upfront capital costs. Developer contributions, although a major contributor to the capital cost of new schools and school expansions, are generally linked to housing delivery and there is a significant lag between the need for the County to deliver school places and the receipt of the developer contributions. The need to provide funding to bridge this gap is a growing pressure on the Council. As the pressure for new school places moves from the primary to secondary sector this issue will become more critical, with, for example a new 6FE secondary school costing in excess of £20,000,000 to deliver.

Another funding option is the Free Schools programme; though recent changes in the Free School Wave process means that the scope is more limited than before. As highlighted in previous years several free school projects have been delayed and the impact of this is being felt in the pressure for school places in some parts of the County.

As it remains the statutory duty of the Local Authority to secure sufficient school places KCC officers will continue to work with Education, Skills and Funding Agency (ESFA) officials to address our concerns, with particular reference to how the school's capital costs can be met ahead of the full contributions being received from developers and the urgent need to revise some of the existing regulations around S106 funding which has cost Kent around £46m in developer contributions in the past 4-5 years.



### 3.7 **Special Educational Needs**

As at January 2018, there were 10,379 pupils in Kent subject to an EHCP. When comparing this figure to the same point in January 2017 the number of ECHPs had increased by 1,286 (13.9%). This is higher than the increase nationally at 12.1%.

Of the pupils with an EHCP in January 2018, 54% were receiving their education in Kent special schools, 40% in mainstream 6% educated otherwise. The proportion of Kent pupils with an ECHP educated in a mainstream was below the national average of 45%.

Autistic Spectrum Disorder (ASD) continues to be the most prevalent and fastest growing need type. In January 2018, 4,120 of the total ECHPs recorded were for ASD. This was an increase of 1,663 when compared to the same point in 2014. At this point in time (January 2018) ASD as a primary need accounted for 40% of the total ECHPs recorded and was notably higher than the national figure of 28.2%. Across the same time frame there were also significant increases in the percentage of new ECHPs for Speech Language and Communication Needs (37%) and Social, Emotional and Mental Health (31%).

Kent's Strategy recognises these issues and sets out an intention to provide additional places for pupils with Autistic Spectrum Disorder, Speech Language and Communication Needs and Social Emotional and Mental Health needs.

### 3.8 **Early Education and Childcare**

It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is both complex and presents a significant challenge to the Local Authority.

In Kent, when assessing supply, the criteria set out in the Department for Education's 2018 Statutory Guidance for Local Authorities is used. This states that childcare places should be high quality, accessible, inclusive, affordable and sustainable, thereby able to meet the needs of all children and families. The Local Authority (in Kent as commissioned through The Education People) focus on improving outcomes for young children, securing sufficient childcare to allow parents to work, specifically ensuring sufficient and flexible:

- 15 hours of early education for eligible two year-olds.
- Universal Entitlement of 15 hours for and all three and four-year olds.
- 30 Hours of Free Childcare (the Extended Entitlement) for the three and four year-olds of eligible parents.

We have a surplus of just under 2,000 places for 0-4 year-olds across the County. Whilst our Childcare Sufficiency Assessment would suggest deficits of places in some districts, the surplus of places in other districts, our local knowledge, plus the absence of parental requirements for childcare brokerage, collectively indicate that the Kent childcare market is generally meeting the needs of its children and families.

### 3.9 **Post-16 Education and Training in Kent**

The post-16 offer should meet the requirements of increasing participation. Provision is required to offer a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or



employment. School and college post-16 performance measures, qualifications and assessments are changing quickly. Employers expect and require young people to be work-ready. At the same time providers have to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources. When reviewing the need for additional or new learning programmes at post-16 we need to consider that if students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at age 18 years.

One group of key providers of post-16 training in Kent is school sixth forms. Forecasts suggest that sixth form rolls will increase by around 6,000 pupils across the Plan period. As the Local Authority currently receives no Basic Need funding for post-16, should additional post-16 provision be required it would be the responsibility of the Education and Skills Funding Agency (ESFA) to ensure this is provided.

### 3.10 **Kent's Forward Plan – by District**

Detailed analysis, at district level, of the future need for primary and secondary school places is contained in Section 12 of this Plan.

This year we have made some fundamental changes to the presentation of our forecasts. Firstly, we have introduced new planning groups both at primary and secondary phases. These better reflect the needs at a local level and travel to learn patterns. This includes splitting the secondary planning groups into selective and non-selective.

Secondly, as mentioned, forecasts consider the impact of pupil numbers on school places from developments identified in district or borough 'Local' or 'Core' plans or variants of these. Therefore, the commissioning intentions reflect the 'maximum' places needed across the County and will support our discussion with district/borough councils and developers. We realise that the commissioning dates may change in line with changes to housing delivery and the local knowledge of our officers.

This Commissioning Plan identifies the need for additional permanent and temporary school places as follows:

#### **Primary and Secondary Commissioning Intentions**

By 2019-20	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-2030
<b>Primary</b> 3FE	<b>Primary</b> 11.3FE	<b>Primary</b> 8.1FE	<b>Primary</b> 6FE	<b>Primary</b> 13.3FE	<b>Primary</b> 16.2FE
40 Year R places			30 Year R places		
<b>Secondary</b> 10 FE	<b>Secondary</b> 22FE	<b>Secondary</b> 30FE	<b>Secondary</b> 18FE	<b>Secondary</b> 36FE	<b>Secondary</b> 12FE
570 Year 7 places	510 Year 7 places	520 Year 7 places	300 Year 7 places	360 Year 7 places	210 Year 7 places

**Primary- 58FE\* across the Plan period and 70 temporary Year R places.**

**Secondary- 128FE across the Plan period and 2,470 temporary Year 7 places.**

\*All figures rounded to the nearest 0.5FE



### Special School Commissioning Intentions

by 2019-20	by 2020-21	by 2021-22	By 2022-23	by 2023-24	Between 2024-2030
363 places	450 places	538 places			

A total of 1,351 places across all Key Stages are planned for the forecast period.





## 4 Kent Context

### 4.1 Kent - A County of Differences

Kent is known as 'The Garden of England' as:

- 85% of the area is classed as being greenspace.
- 12% of land has been developed (buildings and infrastructure).
- 3% of the area is covered by water.

The County is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when looking at the difference between the richest and poorest areas in the County. For example, the 2015 Indices of Multiple Deprivation (IMD), shows that Thanet is Kent's most deprived district and is within England's 10% most deprived areas. In comparison Kent's least deprived district is Tunbridge Wells which is within the 20% least deprived areas nationally. Pockets of significant deprivation are found across Kent.

### 4.2 A Place of Change

Presently over 135,000 new dwellings are planned in Kent by 2030-31, with most districts anticipating high numbers of new homes. This demand for housing places significant pressure on all services and public infrastructure. It shapes the school organisation challenges that we face in the future.

### 4.3 A Place of Partnership

Kent has a long history of working with all maintained schools as well as private and voluntary education providers in the pre-school and school sectors. We also have strong links with training providers and employers in the County who provide invaluable training and apprenticeship opportunities for many young people.

We aim to support and work with all schools and training providers in Kent, to ensure all children and young people in Kent have the very best education opportunities and achieve well.

### 4.4 A Place of Diversity and Choice

In the 2017-18 academic year there were:

- 2,508 private and voluntary early years providers and accredited child-minders.
- 1 maintained nursery school.
- 26 infant schools.
- 26 junior schools.
- 402 primary schools.
- 98 secondary schools (of which 32 are selective).
- 22 special schools.
- 6 pupil referral units.
- 1 university technical college.
- 8 specialist or further and higher education colleges across several sites.

There is a wide diversity of provision within our maintained primary and secondary schools with:





- 167 community schools.
- 223 academies.
- 8 free schools.
- 48 foundation schools led by a number of trusts.
- 48 voluntary aided schools.
- 87 voluntary controlled schools.

Our maintained schools are led by a wide variety of providers, each bringing their own ethos and ideas to the system. This provides parents with a choice of school that suits both them and their child, while helping all schools continue to improve as each learns from the successes and innovations of others. The growth of academies and free schools is adding to parental choice as has the increase in the number of Multi Academy Trusts (MATs).



## 5 What We Are Seeking to Achieve

### 5.1 Vision and Priorities for Improvement 2018-21

Our vision is that:

- Kent will be a County where families thrive, and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.
- We have the same high expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.
- Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.

Outcomes in Vision and Priorities for Improvement are supported via a variety of strategies including the:

- Kent Strategy for SEND 2017-2019
- Early Years and Childcare Strategy 2016 – 2019
- 14-24 Strategy for Learning, Employment and Skills 2017-20

To this extent we aim to:

- Developing more specialist provision and support for pupils with Autistic Spectrum Disorder, Speech, Language and Communication Needs and Social, Emotional and Mental Health needs in mainstream and special schools;
- Continue to implement the Early Years and Childcare Strategy 2016-2019 to ensure there continues to be: sufficient high quality free places for two year olds, robust plans in place to deliver the 30 hours of free childcare for the eligible working parents of three and four year old, more good early years settings achieving positive outcomes, more children well developed to start school and better integration of the work of Children's Centres, early years settings and schools.
- Work with schools, colleges, employers and training organisations to deliver the 14-24 Strategy for Learning, Employment and Skills to ensure the post-16 offer meets the requirements of increasing participation and offers a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment.



## 6 Principles and Planning Guidelines

In the national policy context, the Local Authority is the Commissioner of Education Provision and providers come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties; the duties for each phase or type of education in Kent are shown under the relevant section in this Plan. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Kent schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Education in Kent is divided into three phases, although there is some overlap between these. These three phases are:

- Early Years: primarily delivered by private, voluntary and independent pre-school providers, accredited child-minders, and schools with maintained nursery classes.
- 4-16 years: “compulsory school age” during which schools are the main providers.
- Post-16: colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25 years.

The Local Authority also has specific duties in relation to provision for pupils with Special Educational Needs, pupils excluded from school or pupils unable to attend school due to ill health.

### 6.1 Principles and Guidelines

It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education. To help guide us in this role we abide by clear principles and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

### 6.2 These are our Over-Arching Principles

- We will always put the needs of the learners first.
- Every child should have access to a local, good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported proposals must demonstrate overall benefit to the community.
- The needs of Children in Care and those with SEN and disabilities will be given priority in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.

- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner. Where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth, we will actively seek developer contributions to fund or part fund new and additional school provision.
- In areas of high surplus capacity, we will take action to reduce such surplus.<sup>1</sup>

### 6.3 **Planning Guidelines – Primary**

- The curriculum is generally delivered in Key Stage specific classes. Therefore, for curriculum viability primary schools should be able to operate at least four classes.
- We will actively look at federation opportunities for small primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30, but where this is not possible multiples of 15 are used.
- We believe all-through primary schools deliver better continuity of learning as the model for primary phase education in Kent. When the opportunity arises, we will either amalgamate separate infant and junior schools into a single primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- At present primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2FE provision (420 places) is preferred in terms of the efficient deployment of resources.

### 6.4 **Planning Guidelines – Secondary**

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone, or via robust partnership arrangements.
- PANs for secondary schools will not normally be less than 120 or greater than 360. PANs for secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6FE and 8FE.
- Proposals for additional secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools (primary through to secondary) where this is in the interests of the local community.

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<sup>1</sup> Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users and promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.



## 6.5 **Planning Guidelines - Special Educational Needs**

- We aim, over time, to build capacity in mainstream schools by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent special schools. For young people aged 16-19 years provision may be at school or college. For young people who are aged 19-25 years provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

## 6.6 **Planning Guidelines - Expansion of Popular Schools and New Provision**

- We support diversity in the range of education provision available to children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision we welcome proposals from existing schools and new providers that address the needs identified in this Plan. This includes new provision to meet increased demand and new provision to address concerns about quality.
- In order for us to support any such proposal they must meet an identified need and adhere to the planning principles and guidelines set out above.

## 6.7 **Small Schools**

KCC defines small schools as ‘those schools with fewer than 150 pupils on roll and/or a measured capacity of less than 150 places’. We have over 100 primary schools that fit this criterion.

We value the work of our small schools and appreciate the challenges faced. We continue to work with partners to ensure small schools have the resilience to deal with the challenges they face in terms of leadership and management, teaching and learning and governance and finance so that they can enable their pupils to grow up, learn, develop and achieve and continue to play a valued role in their communities.

Kent County Council and its partners, in particular the dioceses, will ensure that:

- Support is given to small schools seeking to collaborate, federate or join appropriate multi-academy trusts.
- They will work closely together to ensure that the distinctive character and ethos of small Church of England schools are protected and maintained in future collaborative arrangements.



## 7 Capital Funding

### 7.1 Funding Sources

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the County, particularly in schools.

The cost of providing additional school places is met from Government Basic Need Grant, prudential borrowing by KCC and developer contribution monies. The Medium Term Financial Plan is clear that KCC is no longer in a position to undertake any additional prudential borrowing to support new provision (as it has done in the past - notably with the Special Schools programme). To do so would place the Council in breach of one of its key fiscal indicators that net debt should not exceed 15% of its net revenue expenditure. Delivery of the additional school places will rely more than ever on an appropriate level of funding from Government and securing the maximum possible contribution from developers where appropriate.

In updating the Kent Commissioning Plan, we are currently revisiting the programme costs for the new MTFP period 2019-22. The requirements set out in this Plan will bring additional pressures in respect of all the places required by September 2022 and that figure grows significantly the further ahead we look. Work is already underway to identify options to ensure we can fund the the programme by the time the County Council sets its budget in February 2019, though this will not be helped if the Basic Need allocation from the DfE is again announced in May as was the case this year. One area we have been forced to relax is the longstanding ambition to maintain a 5% operating surplus to facilitate greater parental choice. This plan does not secure 5% surplus capacity as that would simply add to the considerable financial challenge we face. The DfE only work on a model of 2%. As part of the process to identify additional funding sources we have already submitted bids to the Selective School Expansion Fund and ensured that bids have been submitted in Waves 13 and 14 of the Free School Programme.

Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration. The basis of allocation is to add a third year of funding to a rolling three year funding allocation. As we enter the realms of securing new secondary schools with very high upfront capital costs this arrangement is inadequate.

One funding option for school places is the Free Schools programme. More recently, the free school programme has become more restrictive, being targeted to certain geographical areas of the country in relation to mainstream schools, and of limited number (35) for special schools and alternative provisions. Further, in our Review of the 2018-22 iteration of this document (published June 2018) we commented that "a number of free school projects which had been factored into our plans are now unlikely to come forward in the required timescales". The impact of delays to the previous round of free schools is already being felt and the failure to open Wave 12 projects on time will result in pressure on school places in some parts





of the County over the next couple of years, which in turn results in as additional financial pressure.

The prospect of having to meet the growth in demand for places through additional borrowing confronts the County Council with an insoluble dilemma between delivering its statutory duty on school places and maintaining its financial soundness. Members and officers continue to lobby Ministers and officials within the DfE, ESFA and RSC over this critical issue.

The Commissioning Plan provides the evidence with which to lobby the DfE further, with a view to ensuring all authorities receive the financial support required to meet the national challenge of ensuring sufficient school places. As previously described, further borrowing by the Council would not be prudent and we cannot look to divert the already low levels of funding for maintenance and modernisation of the existing estate.

It is necessary to look to developer contribution monies for the pupil places required because of new housing development. In the past developer contribution funding has been secured through the negotiation of Section 106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all development to provide new service capacity to support development.

Our ability, as the Local Authority, to collect sufficient developer contributions to fund the building of new schools or the expansion of present stock is severely limited by Government policy. Present policy limits the number of developer contributions that can be 'pooled' towards a project to a maximum of five. This, combined with an increased use of CIL and developers citing viability on their ability to contribute towards infrastructure, makes it challenging to secure the financial contributions required to deliver the education infrastructure to meet the needs of new housing without impacting on KCC's capital budget.

Account is taken of existing capacity prior to seeking developer contributions. Where surplus capacity above our operating surplus is expected to exist, after the needs of the indigenous population are served, this is available to support the need arising from new housing. In cases where services are not expected to be able to cope with the indigenous population's needs the costs of increasing service capacity are identified and costed, but these costs are not passed onto developers. Developers are asked only to contribute to needs arising from additional housing which cannot be accommodated within a surplus service capacity in the area.

## 7.2 **Availability of Capital and Planning Permission**

Statutory proposals to alter school provision cannot be published until the necessary capital funding has been identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals may be approved subject to planning consent being obtained.



### 7.3 Existing Premises and Sites

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an options appraisal on existing premises, and sites, both those in use and those that that are empty but have been retained, to inform feasibility. The issues to be considered include:

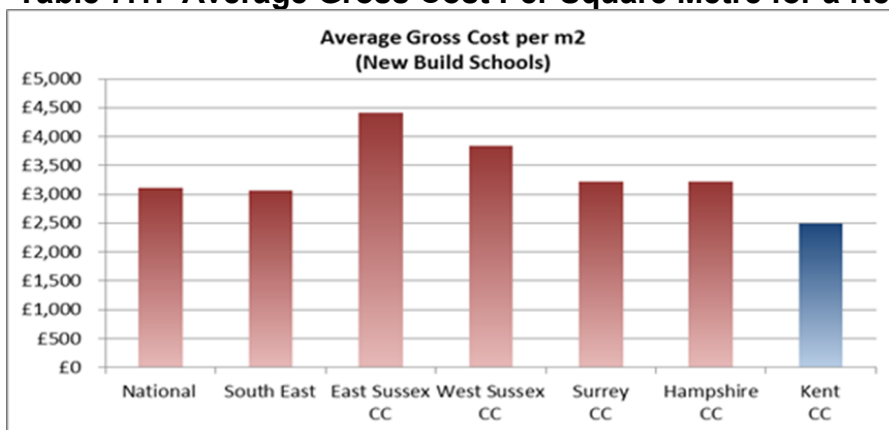
- The condition and suitability of existing premises.
- The ability to expand or alter the premises (including arrangements whilst works are in process).
- The works required to expand or alter the premises.
- The estimated capital costs.
- The size and topography of the site.
- Road access to the site, including transport and safety issues.

### 7.4 Value for Money

The Government has reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. ‘Baseline’ designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Kent is committed to securing value for money when providing additional school accommodation which is of a high quality. New school design and build decisions are based on the long term sustainability of school rolls. The build method for new accommodation will be that which is the most appropriate to meet either a bulge in school population or a permanent enlargement, and which represents good value for money.

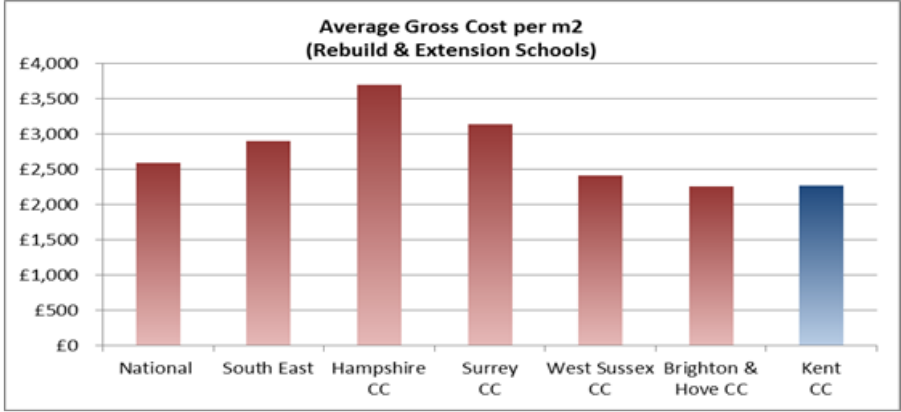
A review of build costs indicates KCC is securing good value for money. Figure 7.1 shows the average gross cost per square metre for a new build school, while Figure 7.2 shows that for rebuild and extensions. It is evident Kent’s costs are significantly below national averages and that of neighbouring authorities.

**Table 7.1: Average Gross Cost Per Square Metre for a New Build School**





**Table 7.2: Average Gross Cost Per Square Metre for Rebuild/Extensions**

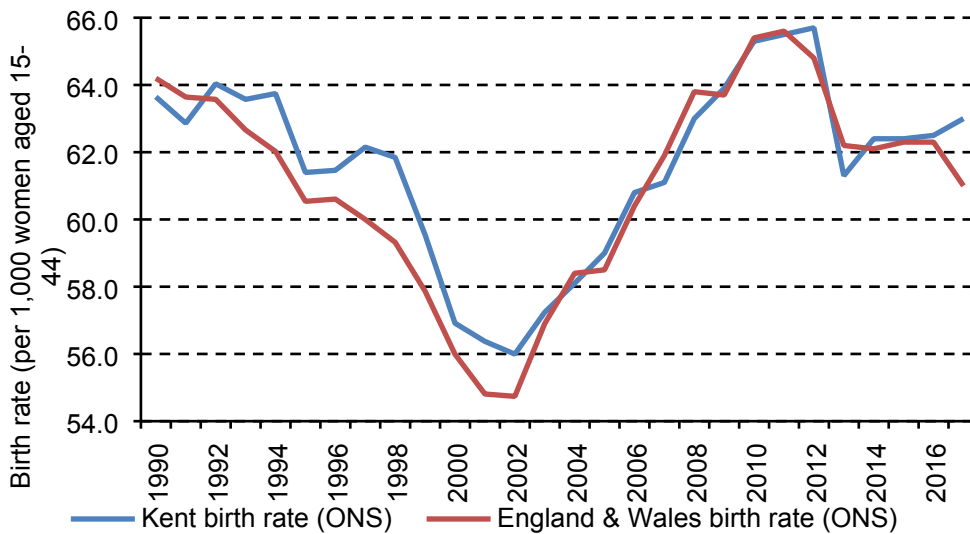


## 8 Overview of Kent's Demographic Trends

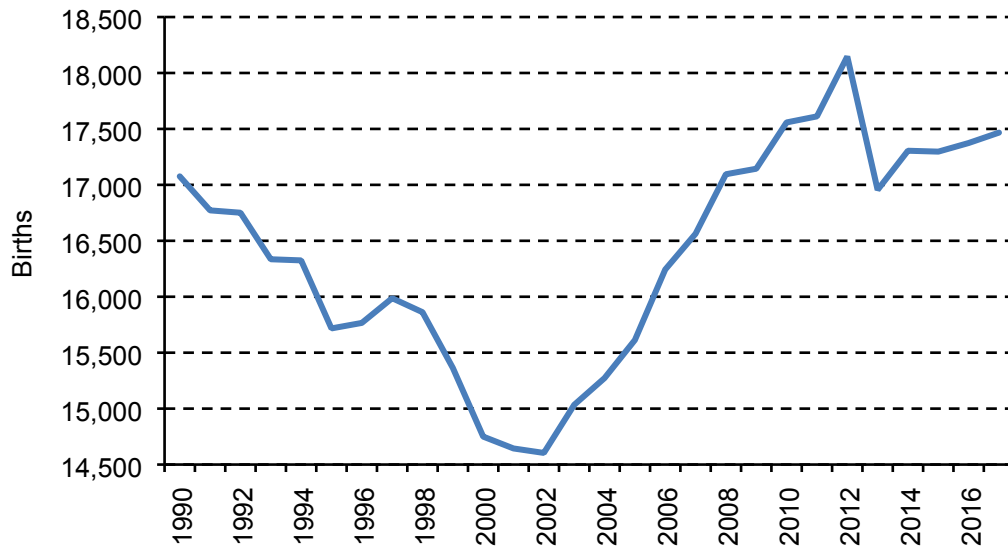
### 8.1 Kent Birth Rate and Long-Term Forecasts

Figure 8.1 shows the change in birth rate in England and Wales over the past 27 years. This shows that the birth rate in Kent, according to the Office for National Statistics (ONS), has dropped since 2012 but is beginning to rise again. Figure 8.2 shows births in the County. The number of births grew steadily each year from 14,604 in 2002 to 18,147 in 2012 (an increase of 24%). The number of births dropped to 16,955 in 2013 but has risen over the last three years to 17,467 births in 2017.

**Figure 8.1: Kent and England & Wales Birth Rate (1990–2017)**



**Figure 8.2: Kent Births (1990–2017)**



Source: Management Information, Children, Young People & Education, KCC



**Figure 8.3: Long Term School-Based Primary Pupil Forecasts (Yrs. R-6) if Planned Housing is Delivered**

District	2017-18 (A)	2022-23 (F)	2031-32 (F)
Ashford	11,050	12,215	13,551
Canterbury	10,358	11,378	12,889
Dartford	10,207	12,622	14,775
Dover	8,551	9,216	9,635
Folkestone & Hythe	8,426	8,584	8,288
Gravesham	9,521	10,047	10,187
Maidstone	12,961	14,722	15,708
Sevenoaks	9,572	9,703	9,873
Swale	12,928	14,180	14,646
Thanet	11,236	12,317	13,168
Tonbridge & Malling	11,249	12,357	13,532
Tunbridge Wells	8,735	8,920	9,929
<b>Kent</b>	<b>124,794</b>	<b>136,260</b>	<b>146,181</b>

**Figure 8.4: Long term School-Based Secondary Pupil Forecasts (Yrs. 7-11) if Planned Housing is Delivered**

District	2017-18 (A)	2024-25 (F)	2031-32 (F)
Ashford	6,738	8,768	9,194
Canterbury	7,493	9,427	9,741
Dartford	7,615	11,020	11,960
Dover	5,722	7,467	7,480
Folkestone & Hythe	5,058	6,372	6,014
Gravesham	6,411	8,525	8,817
Maidstone	9,475	12,854	13,313
Sevenoaks	2,306	2,979	2,968
Swale	7,862	10,532	10,673
Thanet	6,880	9,064	9,190
Tonbridge & Malling	7,827	10,337	10,572
Tunbridge Wells	7,330	9,557	9,641
<b>Kent</b>	<b>80,717</b>	<b>106,902</b>	<b>109,562</b>

Figures 8.3 and 8.4 indicate the long-term school based forecasts for both primary and secondary schools (primary forecasts end at 2022-23, secondary 2024-25). For the first time, the forecasts above account for all the expected pupils including those from planned housing across the districts. They are therefore, predicated on the assumption that all housing is built at the times expected. These forecasts should be viewed as a 'worst case' scenario.

Figure 8.3 indicates that the number of primary aged pupils in Kent schools is expected to rise significantly from 124,794 in 2017-18 to an estimated 136,260 to 2022-23, the end of the primary school plan period. Beyond this point the longer term forecasts indicated a continued rise in all districts.



Figure 8.4 indicates that the number of secondary aged pupils (Years 7 – 11) in Kent schools is expected to rise significantly from 80,717 in 2017-18 to 106,902 in 2024-25, the end of the secondary school planned period. Beyond this point the longer term forecasts indicated a continued rise in all districts, albeit at a significantly slower rate.

## 8.2 Housing Developments and Projections

Figure 8.5 provides an overview of planned housing by district area. The forecasts are based on discussions with the district/borough councils and their latest local plans. Many districts are still consulting and finalising their allocated housing numbers from 2022 onwards. For the first time the planned housing numbers are used as a key driver for our pupil forecasts. As the delivery of new houses is market driven, the eventual level of house completions may differ significantly from the planned level. This will alter the need for school places.

It is worth noting that the latest proposals from Government imply even higher housing trajectories although there is a greater degree of uncertainty that these would be delivered.

**Figure 8.5: Housing Completions and Supply 2002-31**

District	2001-06	2006-11	2011-16	2016-21	2021-26	2027-31
Ashford	4,020	2,653	2,484	4,380	5,289	4,833
Canterbury	2,662	3,651	2,417	4,082	4,989	4,797
Dartford	2,839	2,423	2,926	5,956	6,083	4,339
Dover	1,796	1,507	1,850	2,937	4,037	2,535
Folkestone & Hythe	2,451	1,513	1,286	2,306	2,031	2,030
Gravesham	1,283	1,554	1,190	1,968	2,159	2,033
Maidstone	3,232	3,629	3,069	5,260	4,825	4,890
Sevenoaks	1,487	1,363	1,420	1,730	1,507	1,585
Swale	3,196	3,332	2,430	3,101	4,813	4,042
Thanet	2,214	3,773	1,750	4,704	5,516	5,495
Tonbridge & Malling	3,169	3,358	3,058	3,566	3,689	3,689
Tunbridge Wells	1,790	2,031	1,343	2,782	3,728	4,085
<b>Kent</b>	<b>30,139</b>	<b>30,787</b>	<b>25,223</b>	<b>42,772</b>	<b>48,666</b>	<b>44,353</b>

Source: Business Intelligence, KCC (June 2018)



## 9 Commissioning Special Educational Needs Provision

### 9.1 Duties to Provide for Special Educational Needs and Disabilities

The Children and Families Act 2014 and accompanying Code of Practice set out the statutory Special Educational Needs and Disability (SEND) system for children and young people aged 0-25 years in England. The 'Code' is statutory guidance. It details the SEND provision which schools and local authorities are required by law to make. Associated legislative requirements are also set out in the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014.

### 9.2 Overview

Kent's SEND Strategy was reviewed and refreshed in 2017 and sets out three overarching aims to:

- Improve the educational, health and emotional wellbeing outcomes for Kent's children and young people with SEN and disabilities.
- Ensure Kent delivers the statutory changes (required by the Children and Families Act 2014).
- Address the gaps in provision for children and young people with SEN and disabilities, improve the quality of provision, develop the broadest range of providers, and encourage a mixed economy of provision.

Kent's Strategy sets out an intention to provide additional places for pupils with needs in the following three areas: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), and Social, Emotional and Mental Health (SEMH).

As of January 2018, 3.1% of the pupils in schools located in Kent (maintained and independent) were subject to an EHCP. This compares to 2.9% nationally. As at January 2018, 54% of all Kent pupils with an EHCP were receiving their education in Kent special schools, 40% in mainstream schools/colleges 6% educated otherwise. The proportion of Kent pupils with an ECHP educated in a mainstream school was below the national average of 45%.

Figure 9.1 outlines the number of pupils in Kent schools (maintained and independent) with an EHCP as recorded in January 2018 and compares this to the same point in 2017. This suggests an increase of 13.9% between the two January points, which would be higher than national increase of 12.1%.

**Figure 9.1: Number of Pupils in Kent Schools with an EHCP as of January 2018 (Full SEN Cohort)\***

Home District	Jan 2017 Number of Pupils with an EHCP	Jan 2018 Number of Pupils with an EHCP	Number +/- change since Jan 2017	% Change since Jan 2017	% of all Pupils with an EHCP Jan 2018
Ashford	687	781	94	13.7%	7.5%
Canterbury	868	973	105	12.1%	9.4%
Dartford	539	637	98	18.2%	6.1%
Dover	634	771	137	21.6%	7.4%
Folkestone & Hythe	632	739	107	16.9%	7.1%



Home District	Jan 2017 Number of Pupils with an EHCP	Jan 2018 Number of Pupils with an EHCP	Number +/- change since Jan 2017	% Change since Jan 2017	% of all Pupils with an EHCP Jan 2018
Gravesham	628	730	102	16.2%	7.0%
Maidstone	923	1052	129	14.0%	10.1%
Sevenoaks	550	636	86	15.6%	6.1%
Swale	1164	1325	161	13.8%	12.8%
Thanet	1074	1214	140	13.0%	11.7%
Tonbridge & Malling	703	791	88	12.5%	7.6%
Tunbridge Wells	507	559	52	10.3%	5.4%
OLEA/Other	202	171	-31	-15.3%	1.7%
<b>Kent Total</b>	<b>9111</b>	<b>10379</b>	<b>1268</b>	<b>13.9%</b>	<b>100%</b>

\*Source: Impulse FIO Report January 2017:/SEN2 Return 2018 (Full SEN cohort not just those in Kent Maintained Schools)

Figure 9.1 also shows that, in January 2018, schools in the East Kent area (Thanet, Swale and Canterbury) had the highest overall numbers of pupils with an ECHP. When comparing the number of ECHPs in January 2018 to the same point in the previous year, the East Kent area also had the highest increase in new EHCPs issued. Dover District had the greatest percentage increase (21.6%)

### 9.3 Need Type Prevalence

Figure 9.2 shows the number of EHCP by primary need type as on January in each year. Figure 9.3 outlines the cumulative increases/decreases as measured from January 2014 to January 2018.

**Figure 9.2: Pupils with an EHCP by Primary Need Type January 2014 to January 2018 (Full SEN Cohort)\***

SEN Primary Need Type	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018
Autistic Spectrum Disorder (ASD)	2,457	2,671	2,958	3,486	4,120
Speech, Language & Communication Needs (SLCN)	1,002	1,089	1,239	1,414	1,584
Social, Emotional and Mental Health (SEMH)	1,227	1,262	1,294	1,501	1,784
Severe Learning Difficulties (SLD)	688	698	715	808	857
Moderate Learning Difficulty (MLD)	519	533	538	656	694
Physical Disability (PD)	510	491	475	539	561
Profound & Multiple Learning Difficulties (PMLD)	257	253	247	292	338
Hearing Impairment (HI)	158	161	153	175	182
Specific Learning Difficulties (SpLD)	122	130	136	144	156
Visual Impairment (VI)	73	85	93	94	98
Multi-Sensory Impairment (MSI)	0	1	2	2	5
<b>Total - All Primary Needs</b>	<b>7,013</b>	<b>7,374</b>	<b>7,850</b>	<b>9,111</b>	<b>10,379</b>

\*Source: Impulse FIO Report / SEN2 Return (Full SEN cohort not just those in Kent Maintained Schools)



**Figure 9.3: Increase in EHCPs by Need Type January 2014 to January 2018**

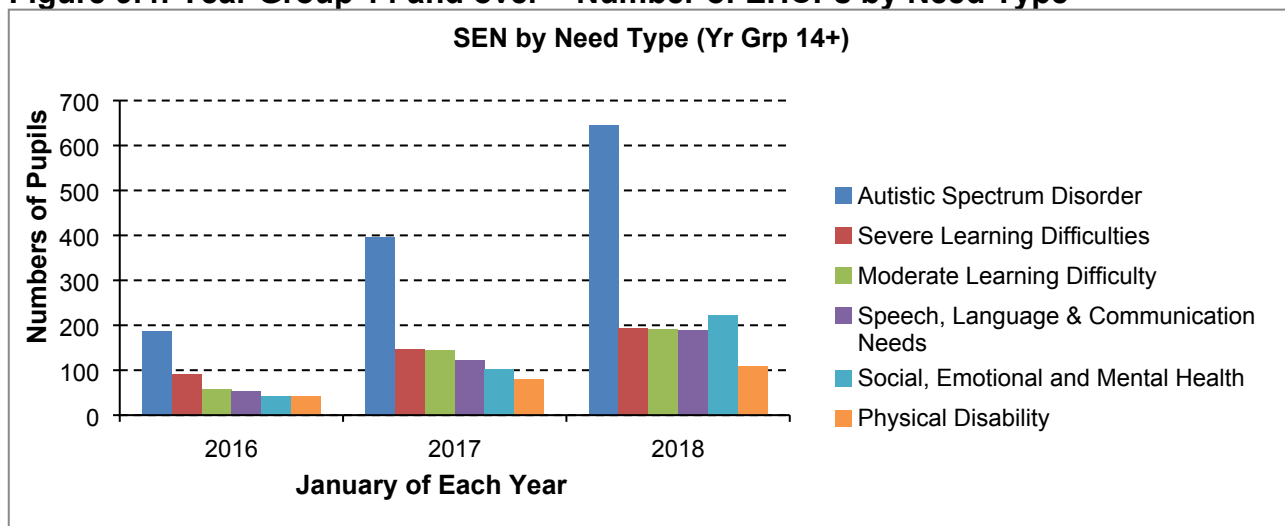
SEN Primary Need Type	Jan 2018	Change since Jan 2014	% Change since Jan 2014
Autistic Spectrum Disorder (ASD)	4,120	1,663	67.7%
Speech, Language & Communication Needs (SLCN)	1,584	582	58.1%
Social, Emotional and Mental Health (SEMH)	1,784	557	45.4%
Severe Learning Difficulties (SLD)	857	169	24.6%
Moderate Learning Difficulty (MLD)	694	175	33.7%
Physical Disability (PD)	561	51	10.0%
Profound & Multiple Learning Difficulties (PMLD)	338	81	31.5%
Hearing Impairment (HI)	182	24	15.2%
Specific Learning Difficulties (SpLD)	156	34	27.9%
Visual Impairment (VI)	98	25	34.2%
Multi-Sensory Impairment (MSI)	5	5	100.0%
<b>Kent Total</b>	<b>10,379</b>	<b>3,366</b>	<b>48.0%</b>

Source: Impulse FIO Report/SEN2 Return. Note that SEMH includes behaviour

Figures 9.2 and 9.3 show that ASD continues to be the most prevalent and fastest growing need type with 4,120 EHCPs as of January 2018, 1,663 more than January 2014 (67.7%). ASD as the primary need type now accounts for 40% of all EHCPs in Kent, notably higher than the national figure of 28.2%. The prevalence of ASD is also evident from statutory referrals for pre-school children and those aged 19+, with Figure 9.4 showing the growth in EHCPs being maintained by KCC for adults aged 19+ following the revisions to the SEN Code of Practice coming into effect.

Figure 9.3 also highlights that there have been significant increases in the percentage of new EHCPs since January 2014 for ASD (67.7%), SLCN (58.1%) and SEMH (45.4%).

**Figure 9.4: Year Group 14 and over – Number of EHCPs by Need Type**



Source: Impulse FIO Report / SEN2 Return





## 9.4 Forecast Demand and Commissioning Needs

Whilst Kent has a range of approaches to provide earlier and more effective support to pupils with SEN, including High Needs Funding for pupils in mainstream, it is anticipated that the demand for specialist places will continue to increase with the overall population growth.

For many pupils, appropriate early intervention and a suitable placement is available in mainstream primary schools; however, when they reach secondary age an increasing number require specialist provision. Analysis of current placements shows a marked reduction in the proportion accessing mainstream school after Year 6. Currently, 50% of primary aged pupils are successfully placed in mainstream with 50% needing special school placements. At secondary age, the proportion in mainstream drops significantly to 36%. The remaining 64% of secondary aged pupils with EHCPs are taught in special schools.

Provision has been created to address immediate pressures coming forward for primary aged pupils across the County. However, the current bulge is moving through to secondary and, where local provision cannot be found, pupils have to travel far greater distances to school. Forecasts indicate that there will be significantly greater pressure for secondary provision within our special schools from 2018-19 onwards.

Figures 9.5 and 9.6 forecast the increase in numbers of pupils in need of specialist provision in each district/borough up to 2022-23 for primary and 2024-25 for secondary. The forecast figures present the demand for places if new housing is delivered in line with the respective local plan expectations, both in terms of numbers and timing.

**Figure 9.5: Forecast Increase in Primary Aged Pupils (Years R-6) in Need of a Specialist Placement by District**

Years R to 6		Forecast Growth in 2018-22 (No)	Forecast Growth in 2018-22 (%)
District	Jan-18		
Ashford	259	25	9.7%
Canterbury	324	29	9.0%
Dartford	154	29	18.8%
Dover	258	19	7.4%
Folkestone and Hythe	241	4	1.7%
Maidstone	212	11	5.2%
Sevenoaks	432	52	12.0%
Gravesham	283	4	1.4%
Swale	363	32	8.8%
Thanet	370	32	8.6%
Tonbridge and Malling	241	22	9.1%
Tunbridge Wells	155	3	1.9%
<b>Kent Year R to 6 Total</b>	<b>3,292</b>	<b>277</b>	<b>8.4%</b>





**Figure 9.6: Forecast Increase in Secondary Aged Pupils (Years 7-11) in Need of a Specialist Placement by District**

Years 7 to 11		Forecast Growth	Forecast Growth in
District	Jan-18	in 2018-24 (No)	2018-24 (%)
Ashford	366	85	23.2%
Canterbury	298	61	20.5%
Dartford	179	55	30.7%
Dover	308	72	23.4%
Folkestone and Hythe	187	39	20.9%
Maidstone	154	38	24.7%
Sevenoaks	315	83	26.3%
Gravesham	180	40	22.2%
Swale	311	79	25.4%
Thanet	461	111	24.1%
Tonbridge and Malling	271	66	24.4%
Tunbridge Wells	295	69	23.4%
<b>Kent Year 7 to 11 Total</b>	<b>3,325</b>	<b>814</b>	<b>24.5%</b>

Based on the present proportion of pupils who attend specialist provision, we would forecast a need for 277 additional specialist places for primary aged pupils and 814 for secondary during the forecast periods. The significant increase in the number of pupils in the secondary sector who have EHCPs is primarily due to the population bulge witnessed in the primary phase moving into secondary. Primary aged rolls will continue to rise but at a slower rate. Consequently, our commissioning intentions for specialist places will include special school and specialist resourced provisions (SRPs) in both primary and secondary school phases.

## 9.5 Post-16 Provision

We continue to ensure all young people are well prepared for adulthood; for employment, for higher education, and to live as independently as they are able, to enjoy good health in adulthood, and to be full participants in their communities.

We want to work with further education colleges (FECs) and schools to significantly increase the number of supported internships and study programmes that include personalised support and high quality work experience placements.

We aim to ensure that pathways for SEND learners aged 16-24 are coherent, offer appropriate choices and are clear about intended outcomes at ages 16, 19 and 24. We have increased the number of students who are supported through High Needs Funding in FECs and for some individual students we have put in place bespoke provision.

We have continued to increase the number of places we commission from specialist charitable or voluntary sector providers who are not part of the maintained sector (SPI). We are working with SPI providers to support them in seeking the Secretary of State's approval for the provision they can offer. We will ensure pupils with Learning Difficulties or Disabilities (LDD) are offered support to take up apprenticeships and increase their numbers in line with targets in the 14-24 Learning, Skills and Employment Strategy.



## 9.6 Specialist Provision in Kent

### Kent Special Schools

Kent has a total of 21 Local Authority maintained special schools and one special academy. For the 2018-19 academic year, Kent commissioned 4,130 places in Kent special schools. The current designated number of special school places as at September 2018 was 3,856 places (see Figure 9.7). The type of 'provision' identified for each school is not restrictive. A school designated as Behaviour for Learning may also support pupils with Social, Emotional and Mental Health needs while a school designated as Profound, Severe and Complex Needs may support pupils of several need types. The most suitable provision for a young person is identified through the EHCP assessment process and is reviewed via their annual review.

**Figure 9.7: Designated Numbers at Kent Maintained Special Schools and Academies as at 1 September 2018**

School	Provision	District	Current Designated Number
Goldwyn School	Social Emotional and Mental Health Needs (SEMH)	Ashford	115
The Wyvern School	Profound, Severe and Complex Needs (PSCN)	Ashford	270
The Orchard School	Behaviour and Learning (B&L)	Canterbury	96
St Nicholas' School	Profound, Severe and Complex Needs (PSCN)	Canterbury	200
Row hill School	Behaviour and Learning (B&L)	Dartford	106
Elms School	Behaviour and Learning (B&L)	Dover	96
Portal House School	Social Emotional and Mental Health Needs (SEMH)	Dover	80
The Beacon School	Profound, Severe and Complex Needs (PSCN)	Folkestone & Hythe	336
The Ifield School	Profound, Severe and Complex Needs (PSCN)	Gravesham	190
Bower Grove School	Behaviour and Learning (B&L)	Maidstone	183
Five Acre Wood School	Profound, Severe and Complex Needs (PSCN)	Maidstone	330
Milestone Academy	Profound, Severe and Complex Needs (PSCN)	Sevenoaks	237
Valence School	Physical Disability (PD)	Sevenoaks	80
Meadowfield School	Profound, Severe and Complex Needs (PSCN)	Swale	209
Foreland Fields School	Profound, Severe and Complex Needs (PSCN)	Thanet	200
Laleham Gap School	Autistic Spectrum Disorder (ASD)	Thanet	170
St Anthony's School	Behaviour and Learning (B&L)	Thanet	112
Stone Bay School	Autistic Spectrum Disorder (ASD)	Thanet	66
Grange Park School	Autistic Spectrum Disorder (ASD)	Tonbridge & Malling	100
Nexus School	Profound, Severe and Complex Needs (PSCN)	Tonbridge & Malling	228
Broomhill Bank School	Autistic Spectrum Disorder (ASD)	Tunbridge Wells and Sevenoaks	210



School	Provision	District	Current Designated Number
Oakley School	Profound, Severe and Complex Needs (PSCN)	Tunbridge Wells	242
<b>Total</b>			<b>3,856</b>

The designated number can differ from the commissioned number of places in any given year. The commissioned number reflects the need for places in that particular year and can be lower than an individual school's designated number. In exceptional circumstances schools can admit over their designated number by up to 10%. This means the potential maximum capacity is greater (3,856 + 10% = 4,241).

### Special School Satellite Provision

Satellites are special school classes hosted in mainstream schools. For PSCN pupils they offer an opportunity to learn alongside mainstream peers, with support from specialist teaching staff. Individual pupils are included in mainstream lessons, with support, as appropriate. Pupils remain on the roll of the special school. The places are included within the overall commissioned number for the special school. We have established satellite provision for five of our PSCN special schools (Five Acre Wood, Milestone Academy, Nexus, Oakley and St Nicholas) and are looking to create satellites for others such as the ASD satellite of Wyvern School at Great Chart Primary School (both in Ashford).

### Specialist Resourced Provisions

A Specialist Resourced Provision (SRP) is a mainstream based provision, reserved for pupils with an Education, Health and Care Plan (EHCP). An SRP serves children that require higher levels of support than can be provided in local mainstream schools, but whose needs are not so complex that special school placements are appropriate. It is similar to a satellite provision in that additional specialist staff will be available to support SRP pupils' needs and a dedicated space will be allocated within the school. The significant difference is that an SRP is operated and staffed by the mainstream school, rather than a linked special school in the case of a satellite provision. The pupils attending an SRP will be on the mainstream school's roll.

Figures 9.8 and 9.9 outline the number of SRP places in primary and secondary school by need type. A full list of the SRPs can be found at:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/school-information-for-special-educational-needs-sen/Find-special-schools-and-schools-with-special-units>

**Figure 9.8 Primary SRP Places by Need Type September 2018**

Primary SRP Places by Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	6	0	0	15	12	0	0	33
Dover*	0	0	0	6	12	80	0	98
Folkestone & Hythe	12	8	0	0	19	0	5	44



Primary SRP Places by Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
South Kent	18	8	0	21	43	80	5	175
Canterbury	43	0	0	0	35	0	5	83
Swale	0	0	0	15	55	0	0	70
Thanet	0	0	7	0	0	0	0	7
East Kent	43	0	7	15	90	0	5	160
Dartford	30	14	0	0	12	0	0	56
Gravesham	0	0	5	0	0	0	0	5
Sevenoaks	0	0	0	0	0	0	0	0
North Kent	30	14	5	0	12	0	0	61
Maidstone	15	12	0	0	17	0	0	44
Ton & Malling	40	6	0	16	0	0	0	62
Tunbridge Wells	0	0	6	0	0	0	0	6
West Kent	55	18	6	16	17	0	0	112
<b>Total Places</b>	<b>146</b>	<b>40</b>	<b>18</b>	<b>52</b>	<b>162</b>	<b>80</b>	<b>10</b>	<b>508</b>

\*80 Primary places are in Whitfield Aspen1 which serves as the District PSCN specialist setting.

**Figure 9.9 Secondary SRP Places by Need Type September 2018**

Secondary SRP Places by Need Type	ASD	HI	PD	SEMH	SLCN	SLD	VI	Total
Ashford	17	0	0	0	0	0	0	17
Dover*	0	0	0	0	20	40	0	60
Folkestone & Hythe	8	0	0	0	0	0	0	8
South Kent	17	0	0	0	20	40	0	77
Canterbury	15	0	16	0	21	0	4	56
Swale	33	20	20	0	29	0	0	102
Thanet	0	5	0	0	0	0	6	11
East Kent	48	25	36	0	50	0	10	169
Dartford	55	7	0	0	44	0	0	106
Gravesham	16	0	10	0	0	0	0	26
Sevenoaks	0	0	0	0	0	0	0	0
North Kent	71	7	10	0	44	0	0	132
Maidstone	0	0	0	0	0	0	0	0
Ton & Malling	44	0	0	0	90	0	0	134
Tunbridge Wells	0	11	0	0	0	0	0	11
West Kent	44	11	0	0	90	0	0	145
<b>Total Places</b>	<b>188</b>	<b>43</b>	<b>46</b>	<b>0</b>	<b>204</b>	<b>40</b>	<b>10</b>	<b>531</b>

\*40 Secondary places are at DCCA Aspen2 which serves as the district PSCN specialist setting.

### Independent and Non-maintained Sector Placements

Where the needs of individual pupils cannot be met in Kent maintained special schools or SRPs, placements are commissioned in the independent and non-maintained sector (sometimes referred to as 'Out of County'). As of January 2018, 708 Kent resident pupils had funded places in schools or specialist colleges outside of the maintained sector with around 50% of these pupils having ASD as their primary need type.



## 9.7 How do we propose to meet the demand?

1,356 new specialist places are planned across the period of this Plan. This will be achieved through a mixture of new special schools, expansions of existing schools (via satellites) and new SRPs. This should provide the capacity needed to address the forecast growth in pupil numbers, provide places for pupils currently in mainstream for whom specialist provision would be more appropriate at a natural transition point e.g. phase or Key Stage transfer and reduce the number of places presently commissioned in the independent and non-maintained sector.

Two new special free school applications were approved in Wave 12 by the Secretary of State: Aspire and Bearsted. Aspire Free school will be located in Swale and will cater for up to 168 primary aged pupils with ASD. Bearsted will be located on the Maidstone/Swale border and will cater for 168 secondary aged pupils with ASD. It was anticipated that these schools would open in the 2018-19 academic year, however, due to delays in the ESFA securing planning approval, the expected opening date is now 2020-21 for both new schools.

Some pupils have multiple needs including ASD. To support pupils with issues including ASD, KCC will submit a Wave 14 funding application for a proposed new secondary special free school on the Isle of Sheppey for pupils with SEMH difficulties with ASD or social communication difficulties.

Figure 9:10 outlines the new schools agreed by the Secretary of State and the additional new schools we will seek to commission.

**Figure 9.10: Additional Specialist Provision Planned in New Special Schools**

New Free School	Proposed Designated Number	Total Places Offered in 3 Year Period 2020-21 to 2022-23		
		2020-21	2021-22	2022-23
ASD Primary (Sittingbourne)	168	32	112	168
ASD Secondary (Bearsted)	168	55	132	168
SEMH Secondary (Sheppey)	120	0	36	60
PSCN (Dover)	168	0	40	72
PSCN North Kent	210	0	48	210
<b>Total</b>	<b>834</b>	<b>87</b>	<b>368</b>	<b>678</b>

## 9.8 SEND issues by Area

### East Kent

Between 2017 and 2018, the East Kent saw the largest cumulative numbers of new EHCPs issued. A significant number of families moving into East Kent has resulted in placement pressures, particularly for behavioural needs provision.

As there is no special school on the Isle of Sheppey (Swale District), significant numbers of pupils often have to travel long distances off the Island to the nearest suitable provision. Many of these pupils are being transported to Bower Grove School and Five Acre Wood School in Maidstone. We believe the scale of the forecast demand for secondary aged pupils could be accommodated through the





establishment of a new 120-place free special school on the Isle of Sheppey. This will have the designation SEMH, with ASD or social communication difficulties.

To meet the significant demand for SEMH/ASD primary places in Thanet we will commission a 16 place SRP for ASD at Garlinge School and two 16-place SRPs for SEMH in 2020-21. Where these will be hosted is yet to be confirmed. St. Anthony's School (Thanet), which caters for pupils with Behaviour and Learning needs, is at its capacity for secondary aged pupils and cannot expand on its current site. Therefore, a 15-place SEMH SRP has been commissioned through the competition specification for the new secondary school in Thanet for 2021-22.

To support pupils with ASD transitioning from Year 11 into further education, training or employment, we will establish an 8 place one year post-16 provision at Laleham Gap (opening 2020). The school will change its age range from 4-16 to 4-17 to support this. In addition, we recognise that the prevalence of pupils in need of specialist ASD provision means that we will need to review the KS3 + KS4 capacity of Laleham Gap School which is full.

The opening of the new Aspire Primary Free School in Swale will create 168 additional ASD places across East Kent from 2020/21, providing much needed provision.

In order to meet the significant need for ASD places in Canterbury district, we are commissioning a 15 place primary satellite of St Nicholas School at Canterbury Primary School and 15 place secondary satellite at the Spires Academy. We will also seek to establish a 16 place SRP provision for ASD at St Anselm's School in 2019-20. In addition, we are working in partnership with The Cullum Foundation and The National Autistic Society to establish a secondary SRP provision for up to 30 places for ASD at Canterbury Academy.

### **South Kent**

In order to keep pace with demand for ASD and SLCN places in Ashford, we are commissioning a 12 place primary ASD satellite of Wyvern School at Great Chart Primary and a 14 place SLCN SRP at John Wesley CEM Primary. In addition, a 14 place primary SRP for ASD has been commissioned at the first primary school to support the Chilmington Green development (Ashford). This will open once the School is accommodated in their permanent building which is expected to be September 2020.

In New Romney a 20 place secondary ASD SRP opened in September 2018 at the Marsh Academy, initially 8 places were commissioned.

Provision for pupils with PSCN in Dover District is currently located in local mainstream schools; primary provision known as Aspen 1 at Whitfield Primary School and secondary provision known as Aspen 2 at Dover Christchurch Academy (DCCA). There has been a significant increase in the admission of pupils with complex needs to Aspen 1, and further capacity is being added to enable 112 places to be commissioned. The capacity of Aspen 2 at DCCA is currently 40 places.

As this primary pressure moves into the secondary sector, it is likely that the pupils who need specialist places would only be able to access provision by travelling to



Thanet or Folkestone & Hythe PSCN district schools. Both of these district PSCN schools have had capital investment to expand places and meet identified need in those districts. Consideration of the primary need of pupils in our PSCN and Behaviour Learning schools shows that a significant percentage have ASD as their primary need. In order to free up capacity in schools in these sectors, one solution is to create new 168 place ASD specialist provision, or a satellite of a PSCN school which can focus on the needs of its ASD cohort. We would encourage and support proposals to develop capacity in Dover District to support secondary aged pupils with ASD via either of these solutions.

The Elms School (Dover) has for a number of years exceeded their designated number to accommodate an increasing number of pupils in need of specialist behaviour and learning support. We intend to commission 30 places across KS1 and 2 which will require 3 new class bases. We will also consult on increasing the designated number to reflect the increasing number of primary aged pupils entering the school and the growth in secondary places that will follow as pupil move through the school.

Any further development planned for Ashford or Folkestone and Hythe which calls for new schools will include provision for additional specialist places through an SRP or satellite.

### **North Kent**

There are currently only two PSCN schools serving the three districts in North Kent. Both Milestone Academy and Ifield Special School are operating at maximum capacity in their current accommodation; with Milestone Academy having developed both primary and secondary satellite provision on mainstream school sites. The proposed housing development in this area is likely to increase the demand for an PSCN school and we would encourage and support proposals for a special school to augment the existing special schools serving North Kent. It is proposed that a new special school would offer up to 210 places for pupils aged 11-19 years (150 KS3-KS4, 60 KS5) on the Ebbsfleet housing development.

In the short-term, we will establish a 15-place SRP for ASD at Kings Farm Primary School in 2019-20. As well as a new free special school, in response to the new housing developments in Ebbsfleet, we plan to commission a 15-place primary SRP for ASD at Ebbsfleet Green (as part of the proposed new 2FE primary school). We also plan to establish a 25-place secondary SRP for ASD as part of the new 8FE secondary school at Alkerden, Ebbsfleet that is due to open in 2021-22.

There is demand for Secondary ASD places around Sevenoaks District. A 15-place SRP in the Orchards Academy in Swanley will be commissioned for 2019 -20.

Where new housing development calls for new schools, we will explore additional SEN provision through satellite and SRP resources for ASD, SLCN and behaviour needs.

### **West Kent**

The site and accommodation at Bower Grove is at capacity. The school is accommodating bulge classes and is providing a significant number of places for



children from East Kent. Therefore, provision on the Isle of Sheppey, through a new special school is a key priority.

Five Acre Wood School is also at capacity and there is demand for additional places, particularly in the secondary years. We intend to commission an additional 135 PSCN places at Five Acre Wood in 2019-20. This will comprise of an expansion of the Holmesdale Satellite from 70 to 150 places, a 30-place satellite at Palace Wood Primary School and further provision on the main site in Maidstone.

We recognise that there is significant pressure for ASD places and are working to develop a range of appropriate provision in West Kent. In order to meet the short-term demand, we will establish a 20-place ASD SRP at The Judd School in 2019-20 and are seeking to commission a 60-place special school satellite at a secondary school in Aylesford for 2019-20. The medium-term demand will be met with the opening of the 168 place new special secondary free school for ASD in Maidstone that is now scheduled for 2020-21 to and the commissioning of a 15 place primary ASD SRP in Maidstone, also for 2020-21.

The Local Plan process suggests significant new housing development across West Kent, particularly focused in Tonbridge and Malling and Tunbridge Wells. Where the resultant pupil demand necessitates additional provision, we will explore additional SEN provision through the commissioning of satellite and/or SRP provisions for ASD, SLCN and behavioural needs.

**Figure: 9.11: Summary of Commissioning Intentions for Specialist Provision**

<b>East:</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>
<b>Canterbury</b>				
Special Schools	Two 15 place satellites of St Nicholas School at The Canterbury Primary School and Spires (Secondary) Academy			
Specialist Resourced Provisions	16 place ASD at St Anselms Secondary School  30 place secondary SRP for ASD at Canterbury Academy			
<b>Swale</b>				
Special Schools		168 place new special primary free school for ASD in Swale	120 place special SEMH school on Isle of Sheppey	
<b>Thanet</b>				
Special Schools		8-place Year 12 provision at Laleham Gap		





Specialist Resourced Provisions	16 place primary SRP for ASD at Garlinge PS	Two 16 place primary SRPs for SEMH	15 place SEMH at new secondary free school	
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<b>South:</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>
<b>Ashford</b>				
Special Schools	12 place ASD satellite of Wyvern School at Great Chart PS			
Specialist Resourced Provisions	14-place SLCN at John Wesley CEM PS	14 place primary SRP for ASD at Chilmington Green Primary School		
<b>Dover</b>				
Special Schools		30 KS1 and KS2 places at The Elms School	168 place ASD or PSCN special school	

<b>North:</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>
<b>Dartford</b>				
Special Schools			210-place PSCN special school	
Specialist Resourced Provisions		15-place primary SRP for ASD at Ebbsfleet Green	25-place secondary SRP for ASD at Alkerden	
<b>Gravesham</b>				
Special Schools				
Specialist Resourced Provisions	15-place ASD at Kings Farm PS			
<b>Sevenoaks</b>				
Specialist Resourced Provisions	15 place secondary SRP for ASD at Orchards Academy			

<b>West:</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>
<b>Maidstone</b>				
Special Schools	135 additional places at Five Acre Wood, includes: expansion of Holmesdale Satellite 70 to 150 places  and	168 place new special secondary free school for ASD in Maidstone		



	30 place satellite at Palace Wood PS			
Specialist Resourced Provision		15 places primary SRP for ASD		
<b>Tonbridge and Malling</b>				
Special Schools	60 Place special school secondary satellite in Aylesford.			
Specialist Resourced Provisions	20 ASD places at The Judd			



## 10 Commissioning Early Years Education and Childcare

### What We Are Seeking to Achieve

#### 10.1 Legislative Context and Free Entitlements

Early Education and Childcare is legislatively governed by the Childcare Acts 2006 and 2016. These place a duty on all local authorities to improve outcomes for young children, to cut inequalities between them, to secure sufficient childcare to allow parents to work and specifically to ensure sufficient and flexible:

- 15 hours of early education for eligible two-year olds (the Two Year-Old Entitlement in Kent known as Free for 2).
- The Universal Entitlement of 15 hours for and all three and four-year olds.
- 30 Hours of Free Childcare (the Extended Entitlement) for the three and four-year olds of eligible parents.

All free entitlement places can either be provided by Ofsted registered provision or by schools where registration with Ofsted is not required. In either case, the full Early Years Foundation Stage must be delivered. Places can be delivered over 38 weeks a year or, in line with provider ability and choice, stretched over up to 52 weeks.

#### 10.2 Early Education and Childcare Provision in Kent

Early Education and Childcare in Kent is available through a large, diverse and constantly shifting market of maintained, private, voluntary and independent providers including childminders, which operate as individual businesses and are therefore subject to market forces.

Early Years **Childcare** provision for children aged 0–4 for at least four hours a day is provided by the aforementioned range of providers. Embedded within this childcare provision will almost always be at least one of the three free entitlements. Levels of provision fluctuate regularly but are currently (September 2018) as registered with and informed by Ofsted:

- Full day care provision: 359 providers that are open for more than four hours per day, offering a total of 23,272 childcare and early education places.
- Sessional provision: 290 providers that are open less than four hours per day, offering a total of 11,880 childcare and early education places.
- Childminders: Childminders 1,119 (i.e. providers who can care for children of all ages within their own home). Over 1,000 Free Early Education places have been offered with Childminders at any one time.
- Maintained provision and Academies: there are 72 maintained nursery classes, academies and a maintained nursery school offering a total of 3,964 Free Early Education places for three and four-year old children.
- Standalone Out of School Care: In total there are 103 standalone providers, of those 37 offer breakfast clubs, 70 offer after school clubs and 59 run holiday playschemes.



It is undisputed both nationally and in Kent that assessing the childcare market and ensuring sufficiency and long-term viability of provision is both complex and presents a significant challenge to the Local Authority. On behalf of the Local Authority, The Education People work with providers and potential providers to encourage the establishment of additional provision where this is required.

It should be noted that take up of available places and vacancies, within early years settings particularly, also presents a constantly changing picture. This is not only affected by parental demand but also by the fact that early years provision, being delivered in the main in Kent by the private, voluntary and independent sectors, operates as part of an open market. Also, to be borne in mind here, is the issue of the relationship between the provision of childcare that supports parents to work and the availability of employment opportunities.

In Kent, when assessing supply, the criteria set out in the Department for Education's 2018 Statutory Guidance for Local Authorities is used. This states that childcare places should be high quality, accessible, inclusive, affordable and sustainable, thereby able to meet the needs of all children and families. The Local Authority (in Kent as commissioned through The Education People) is required to work with providers in making available a sufficient range of flexible provision, aiming for places being available at the right times and offering the right sessions to fit with both standard and atypical working patterns.

### 10.3 **Sufficiency of Childcare Places for Children Aged 0-4 Years Old**

In Kent County Council's Childcare Sufficiency Assessment (CSA) 2018, the assessment of sufficiency is calculated by comparing the total available childcare supply of places in each school planning group and district with the number of eligible children in that age group living in the planning group/district. In order to calculate the number of 0-4 year olds requiring childcare places in the 2018/19 academic year, a population estimate for each single year of age produced by Edge Analytics has been used as the population base. Edge Analytics uses GP registration data and estimates on migration rates to determine the population.

Analysis of historical patterns of take up show us that the majority of families access childcare within the same district in which they live however, there are families who travel to neighbouring districts for this purpose. The proportion of children accessing childcare within the district in which they live is used to interpret the extent of any indicative deficit in each district. Therefore, any stated deficit of places may not apply in real terms. In addition, the Children and Families Information Service (currently offered by Agyllis) fulfil the Local Authority's statutory duty to provide a brokerage service for families who are unable to find childcare to meet their needs. The number of brokerage cases actually requested has not exceeded eleven annually for some years now. However, this is regularly monitored as, should the number of brokerage cases start to rise, this may be an indication of an actual deficit of locally accessible childcare.

In this context, Figure 10.1 provides an assessment of the population based requirements and corresponding supply of places for 0-4 year olds incorporating all free entitlements and childcare funded by parents or otherwise.



**Figure 10.1: 0-4 Year Old Childcare Sufficiency Assessment (Summer Term 2018)**

District	0-4-Year Old Population (Edge Analytics)	0-4 Year Olds Requiring Childcare	0-4 Places	Surplus/ Deficit of Places	% of Funded 3&4 Year Olds Accessing a Childcare Place in the Same District as their Home Address (Summer 2018)
Ashford	8,024	4,916	5,002	86	94.4%
Canterbury	7,336	4,399	4,508	109	95.2%
Dartford	8,079	4,623	5,606	983	94.7%
Dover	5,898	3,603	3,232	-371	94.2%
Folkestone & Hythe	5,513	3,313	4,327	1,014	93.0%
Gravesham	6,689	3,749	3,394	-355	91.1%
Maidstone	10,365	6,408	6,384	-24	93.3%
Sevenoaks	6,781	4,175	4,001	-174	90.4%
Swale	8,865	5,208	4,581	-627	98.1%
Thanet	8,005	4,660	5,805	1,145	98.5%
Tonbridge & Malling	7,910	5,013	4,637	-376	87.5%
Tunbridge Wells	6,238	4,020	4,513	493	96.0%
<b>Total</b>	<b>89,700</b>	<b>54,087</b>	<b>55,990</b>	<b>1,903</b>	<b>94.0%</b>

In summary, the above table demonstrates that, should all eligible pupils take up a place, across the County we have a surplus of places for 0-4 year olds of just under 2,000. Whilst this table does show indicative deficits in Dover, Gravesham, Maidstone, Sevenoaks, Swale and Tonbridge & Malling, the surplus of places in other districts, our local knowledge, plus the absence of parental requirements for childcare brokerage, collectively indicate that the Kent childcare market is generally meeting the needs of its children and families. The CSA includes a countywide plan of the profile of places by school planning group. These maps are used if needing to consider the supply of childcare in a smaller geographical area.

#### 10.4 Future Planning

Supporting the sufficiency, sustainability and quality of early years and childcare provision remain crucial in aiming to ensure a long term, sufficient supply of places. To do this to best effect, the Early Years and Childcare Service has Threads of Success, which is its accessible framework of services and products providing a comprehensive training, support and advice offer, differentiated for early years, school and out of school providers.

The Service will continue to work with providers and potential providers to encourage the establishment of additional provision should this be required, whether this is for free entitlement and/or parent funded places. The DfE has recently (mid-September 2018) announced the availability of capital funding for nursery provision in schools only which is open to bids until 22 November 2018. KCC working with The Education People is currently considering bidding options based on the following specified criteria:

- The project must be directly linked to a school and governed by that school or multi-academy trust.
- The school must deliver early years entitlements.



- The school must have at least 20% of pupils registered at the school eligible for Free School Meals (FSM) in their census data from January 2018.
- The school must have a good or outstanding rating with Ofsted.
- The project must offer wraparound and holiday care or make the nursery provision available to other early years providers to offer this or supply a strong and convincing reason why they cannot.
- The project must confirm that their local authority is content that the project outputs will deliver new early years funded places for disadvantaged children.

Outside of this bidding opportunity, capital funding is extremely limited and in most cases providers lease or rent accommodation which is already available.

The supply of Free Entitlement places for 2, 3 and 4-year olds will be kept under review as planned new housing developments are built and potentially increase the demand for places. Where housing developments are proposed in planning groups where there is an indicative deficit of places or where the size of a development means that it will require new provision to serve its own population, the Local Authority will engage in discussions with developers to either seek funding to provide nursery accommodation or agreement to securing community rental or leasehold accommodation availability for private, voluntary or independent sector providers of 0-4 childcare.

When a new school is delivered according to the EFA baseline design a nursery space is included. As a new school is planned the Local Authority will work with the sponsor to identify early years provision and the most appropriate way to deliver this.



## 11 Post-16 Education and Training in Kent

### 11.1 Duties to Provide for Post-16 Students

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties to:

- Secure sufficient suitable education and training provision for young people aged 16-19 years (and those aged 20-24 years with an Education, Health and Care Plan).
- Ensure support is available to all young people from the age of 13 years that will encourage, enable or assist them to participate in education or training (tracking young people's participation successfully is a key element of this duty).
- Have processes in place to deliver the 'September Guarantee' of an education or training place for all 16 and 17 year olds.

### 11.2 Kent's Key Priorities for the Next Four Years

The post-16 offer should meet the requirements of increasing participation. Provision is required to offer a wide range of options which lead to progressive routes towards sustainable further or higher learning, employment with training or employment. School and college post-16 performance measures, qualifications and assessments are changing quickly. Employers expect and require young people to be work-ready. At the same time providers have to be more innovative, collaborative and flexible in order to deliver a wider range of learning programmes to meet the needs of all young people in a context of shrinking resources. When reviewing the need for additional or new learning programmes at post-16 we need to consider that if students are not equipped with knowledge, skills and attitudes to be economically active, they become unemployed at age 18 years.

KCC recognises increasing participation can only be achieved through strategic partnerships between 14-19 providers to maximise opportunities and outcomes, increase capacity, and develop appropriate high-quality learning pathways. Vulnerable learners, particularly those who do not have maths and/or English should have opportunities to engage in personalised pathways which lead to sustained employment.

KCC's annually revised 14-24 Learning, Employment and Skills Strategy (2017-20), outlines our plans to deliver a high-quality learning route for every young person that enables them to participate, achieve and progress.

The following documents focus in detail on outcomes, priorities, targets and the national strategy for the coming years:

14–24 Strategy (2017-20)

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0014/6206/14-24-learning,-employment-and-skills-strategy.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0014/6206/14-24-learning,-employment-and-skills-strategy.pdf)

Score Card (February 2018)

<http://knet/directorate/EYPS-document-library/Documents/CYPE%20Directorate%20Scorecard.pdf>





## Post-16 Skills Plan

<https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

## New Qualifications

<https://www.gov.uk/government/publications/14-to-19-technical-and-applied-qualifications-technical-guidance>

### 11.3 Capital Funding

Education and training for young people aged 16 to 19 years (and those aged 20 to 24 years with an Education, Health and Care Plan) is commissioned and funded by the Education Skills and Funding Agency (ESFA).

The Local Authority currently receives no Basic Need funding for post-16. As secondary student numbers increase in the future, should additional post-16 provision be required it would be the responsibility of the Education and Skills Funding Agency (ESFA) to ensure this is provided.

### 11.4 Sixth Form Capacity

One group of key providers of post-16 training in Kent is school sixth forms. Figures 11.1 and 11.2 set out the current surplus or deficit of sixth form places in each district, both in selective and non-selective schools.

Since 2014-15 sixth form numbers have reduced by around 1,000 across the County. We forecast they will increase by around 6,000 pupils across the Plan period as secondary school rolls rise.

**Figure 11.1: Non-Selective Schools Sixth Form Surplus/Deficit Capacity if No Further Action is Taken**

Planning area name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North	926	414	393	364	341	321	309	274	210	926
Canterbury City	893	-39	-67	-95	-129	-189	-247	-296	-340	893
Canterbury Coastal	490	174	164	149	153	150	128	125	116	490
Ashford South and Cranbrook	750	338	359	341	322	318	301	280	256	750
Dartford and Swanley	1,204	594	562	495	429	358	278	218	168	1,204
Dover	440	187	190	187	180	171	160	149	140	440
Deal and Sandwich	730	386	384	387	374	344	337	308	292	730
Folkestone and Hythe	630	169	172	153	142	126	100	204	181	750
Faversham	210	55	58	51	49	40	24	8	0	210
Gravesham and Longfield	1,061	216	193	180	129	63	14	-36	-79	1,061
Maidstone	1,212	108	88	53	-23	-74	-118	-192	-280	1,212
Malling	290	45	48	42	21	9	11	-7	-23	290





Planning area name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Romney Marsh	240	141	148	140	134	136	130	122	121	240
Sevenoaks and Borough Green	510	206	179	172	156	151	135	116	97	510
Isle of Sheppey	500	368	372	363	360	353	341	335	325	500
Sittingbourne	830	212	186	185	157	108	58	34	-10	830
Thanet	762	357	344	350	326	303	279	257	229	762
Tonbridge and Tunbridge Wells	1,763	519	455	405	353	323	249	140	61	1,763
<b>Kent</b>	<b>13,441</b>	<b>4,450</b>	<b>4,230</b>	<b>3,923</b>	<b>3,475</b>	<b>3,010</b>	<b>2,489</b>	<b>2,038</b>	<b>1,465</b>	<b>13,561</b>

**Figure 11.2: Selective Schools Sixth Form Surplus/Deficit Capacity if No Further Action is Taken**

Planning Area	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford	740	0	1	-35	-64	-86	-105	-154	-225	740
Canterbury and Faversham	1,295	82	107	60	38	-23	-103	-160	-211	1,295
North West Kent	1,512	100	75	5	-130	-251	-401	-494	-496	1,512
Dover	688	42	45	37	26	-17	-45	-89	-116	688
Folkestone & Hythe District	500	49	72	57	48	37	14	1	-16	500
Gravesham and Longfield	590	-18	-29	-23	-48	-85	-118	-153	-184	590
Sittingbourne and Sheppey	470	35	52	36	19	-12	-35	-53	-82	470
Thanet	880	-21	56	101	57	3	-37	-87	-131	880
Maidstone and Malling	1,355	69	64	36	-36	-94	-149	-230	-318	1,355
West Kent	1,882	52	-21	-115	-204	-247	-361	-517	-627	1,882
Cranbrook	330	60	51	45	47	80	66	36	32	330
<b>Kent</b>	<b>10,242</b>	<b>450</b>	<b>473</b>	<b>205</b>	<b>-249</b>	<b>-696</b>	<b>-1,275</b>	<b>-1,899</b>	<b>-2,374</b>	<b>10,242</b>

As can be seen from Figure 11.1, there appears to be sufficient non-selective sixth form capacity for the short to medium term across most planning groups, with the exception being Canterbury City which is in deficit throughout the Plan period, and Maidstone District from 2020-21. In the longer term, forecasts suggest that there will be a deficit of places in Gravesham and Longfield from 2023-24 and Sittingbourne from 2024-25.

Figure 11.2 suggests that sixth form provision in the selective planning groups of Ashford, Gravesham and Longfield and West Kent will be required in the short term with other districts requiring provision in the medium term (2020-21 onwards).



However, due to the restrictions on opening new grammar provision, only the expansion of existing schools can be used to accommodate the projected increases in student numbers.

### 11.5 **District and Area Analysis**

This section provides an overview of the provision and offers that we believe are needed in the areas based on an analysis of the present qualifications available. This, together with schools' knowledge of types of qualifications, the sectors they cover and planned destinations should enable a review of provision of learning. From this, providers can build offers (available at different starting points), which respond to local needs and enable progression. This is essential development for any new or additional post-16 provision, but it must also be remembered that the curriculum for 14 -16 year olds has its part to play in sustained progression, improved outcomes and purposeful destinations.

A common feature for each area is the number of qualifications relating to sport and leisure, the ever increasing popularity of Psychology and Sociology and the presence of General Studies. Within each area schools are duplicating courses, sometimes with group size below realistic sustainability. Individual providers with a low pupil number, typically deliver entry and level 1 qualifications and consideration needs to be given to the development of appropriate destinations from these programmes.

Districts with high unemployment rates need to consider how guidance programmes and progression routes will avoid this exclusion.

### 11.6 **Area Analysis**

Across the County there are 68 recognised post-16 providers in addition to the number of schools providing sixth form provision. The LA will work closely with all providers to ensure any post-16 provision is appropriate to the needs of the area and there is joined up thinking between providers to ensure the best possible pathways are offered to all students

#### **North – Dartford, Gravesham and Sevenoaks**

In addition to schools with sixth forms, there are 9 recognised post-16 providers across the three districts. There is a need to develop further transition year, entry level and level one course places across the districts, with the provision in Dartford and Sevenoaks largely school and college based.

Some schools in North Kent are looking to collaborate on post-16 provision to ensure the provisions are financially viable and sustainable, this is being encouraged.

#### **South – Ashford, Dover and Shepway**

In addition to schools with sixth forms, there are 15 recognised post-16 providers across the three districts. Schools in this area are working collaboratively with the LA to develop pre-apprenticeship programmes. Experiences from this model need to be rolled out across the County. Entry Level and Level 1 courses are being centralised by some provisions due to financial pressures which has required those, often vulnerable cohorts, to travel further to engage in such programmes, with a greater risk of dropout.



It should be noted that Psychology is the top A level in Shepway which also offers a high number of Sport qualifications.

### **East – Canterbury, Swale and Thanet**

In addition to schools with sixth forms, there are 33 recognised post-16 providers across the three districts. Although this seems high, the majority of post-16 providers have a low pupil count and provide very specialised training offers. At least one school is running a transition year, it would be beneficial if this provision could be expanded across the district for those young people not yet ready for college.

There are a wide range of re-engagement programmes run by local and county training providers. The exception is in Canterbury, where high accommodation costs push providers to the coastal areas. Two training providers have section 41 status, one of whom has a contract with the ESFA to provide work-based learning to young people with EHCPs. This type of provision needs to be expanded and adapted to be able to offer more vocational learning.

Further provision is also required in this area, particularly Thanet, for pupils who have English as an Additional Language

### **West – Maidstone, Tonbridge and Malling and Tunbridge Wells**

In addition to schools with sixth forms there are 11 recognised post-16 providers across the three districts.

In Maidstone, there is a good range of provision including training provider driven vocational study programmes. All levels are well catered for and specialist provision is widely available in sports and construction.

In Tonbridge and Tunbridge Wells, provision is almost entirely in schools and colleges. Only 3 training providers work regularly across the areas offering construction and functional skills. There is a need to develop further transition year, entry level and level one course places across the districts.



## 12 Commissioning Statutory School Provision:

### Analyses and Forward Plans for each District

#### 12.1 Duties to provide for ages 4-16 years

The law requires local authorities to make provision either at school or otherwise for the education of children from the September following their fourth birthday to the end of the academic year in which their sixteenth birthday falls. Most Kent parents choose to send their children to Kent schools. Some parents choose to educate their children independently, either at independent schools or otherwise than at school (i.e. at home); others will send their children to maintained schools outside Kent (as Kent maintained schools admit some children from other areas). Kent will offer a school place to any resident child aged between 4-16 years.

A minority of young people aged 14-16 years are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in special schools or non-school forms of special education provision because of their special educational needs.

The Local Authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” which is appropriate to individual pupil needs. This duty is discharged through pupil referral units, alternative provision commissioned by secondary schools and the Health Needs Education Service.

#### 12.2 Kent-wide summary

Detail on the requirement for school places is contained in the district analyses and forward plans which follow. For 2019-20 and 2020-21 many projects are already in progress. For later years the planning group where expansion is required has been noted – specific schools may not have been identified. Particularly for projects beyond 2021 the commissioning proposals are dependent on the pace of planned housing development being realised. A county-wide summary of the proposals for primary, secondary, SEN school places in each district are set out in Section 13.

The forecast increase in places from 2018-19 to 2024-25 includes only those projects that have progressed through the statutory consultation process. Therefore, we would expect the change in operational capacity across the primary and secondary sectors to increase significantly as the projects outlined in this Plan are actioned.

Although Kent births are now at a level slightly lower than seen in the three-year period 2010-12 (Figure 12.1), they are still considerably higher than the long-term average and together with the continued rise in net migration of school-age children to Kent, are driving up demand for school places in all areas of the County.



**Figure 12.1 Kent Births**



Source: Office for National Statistics, 2018

In addition to the natural rise in births and net migration to Kent, there is a strategy-based drive to increase the number of new houses being built across the County. Figure 12.2 shows that around 6,000 dwellings were built annually in the ten-year period up to 2010-11. This reduced to about 5,000 dwellings per year in the period 2011-16. A long-term yearly average of around 9,000 dwellings is anticipated from 2016-17 onwards.

Most analysis suggests that births should be falling as baby booms go in cycles and fertility rates are dropping and returning to levels last seen a decade or more ago. However, the population forecast, based on current trends, is that births will continue to hold at a fairly high level, as they have done for last four years.

Early indications suggest that BREXIT is starting to reduce the number of EU migrants to the UK – and whether this is a short-term drop or a longer-term structural change, it is too early to say. If we take this as longer-term shift, then births should start to drop as we would normally expect following a baby boom.





**Figure 12.2: Housing Completions and Expected New Housing by District**

District	2001-06	2006-11	2011-16	2016-21	2021-26	2027-31
Ashford	4,020	2,653	2,484	4,380	5,289	4,833
Canterbury	2,662	3,651	2,417	4,082	4,989	4,797
Dartford	2,839	2,423	2,926	5,956	6,083	4,339
Dover	1,796	1,507	1,850	2,937	4,037	2,535
Folkestone & Hythe	2,451	1,513	1,286	2,306	2,031	2,030
Gravesham	1,283	1,554	1,190	1,968	2,159	2,033
Maidstone	3,232	3,629	3,069	5,260	4,825	4,890
Sevenoaks	1,487	1,363	1,420	1,730	1,507	1,585
Swale	3,196	3,332	2,430	3,101	4,813	4,042
Thanet	2,214	3,773	1,750	4,704	5,516	5,495
Tonbridge & Malling	3,169	3,358	3,058	3,566	3,689	3,689
Tunbridge Wells	1,790	2,031	1,343	2,782	3,728	4,085
<b>Kent</b>	<b>30,139</b>	<b>30,787</b>	<b>25,223</b>	<b>42,772</b>	<b>48,666</b>	<b>44,353</b>

Source: Business Intelligence, KCC

Notes: (1) Housing data relates to financial year (i.e. 2016-21 is the period up to end March 2021)  
 (2) The period 2016-21 includes one year (2016-17) of completions data and four years of expected housing data

Given Kent's historic housing delivery, this step change in housebuilding is unlikely to be achieved in the short-term but we need to ensure we are planning the essential infrastructure to meet any anticipated demand.

Figure 12.3 shows the net change in capacity in Kent primary and secondary schools as places have been added or removed since 2010. By September 2018, across Kent, a net additional 2,886 permanent places were added in Year R, 20,262 across Years R-6, 1,173 Year 7 places and an additional 5,630 places across Years 7-11. The number of places added in the secondary sector signifies the start of sustained, significant pressures coming through.

**Figure 12.3: Commissioned Primary Places by District Since 2010-11**

District	Additional places			Closures and reductions		Net change	
	Permanent Year R	Permanent All	Temporary	Permanent Year R	Permanent All	Permanent Year R	Permanent All
Ashford	241	1,687	330	0	0	241	1,687
Canterbury	81	567	195	-30	-210	51	357
Dartford	425	2,975	420	0	0	425	2,975
Dover	110	770	180	0	0	110	770
Folkestone & Hythe	110	770	75	0	0	110	770
Gravesham	235	1,645	300	0	0	235	1,645
Maidstone	321	2,307	180	0	0	321	2,307
Sevenoaks	190	1,330	305	0	0	190	1,330
Swale	420	2,940	540	0	0	420	2,940
Thanet	330	2,310	400	0	0	330	2,310
Tonbridge & Malling	263	1,841	255	-15	-105	248	1,736
Tunbridge Wells	205	1,435	450	0	0	205	1,435
<b>Kent</b>	<b>2,931</b>	<b>20,577</b>	<b>3,630</b>	<b>-45</b>	<b>-315</b>	<b>2,886</b>	<b>20,262</b>

Source: Management Information, Children, Young People and Education, KCC  
 Includes projects that have been through statutory process and have funding secured as at Summer 2018



Since 2010, there have been over 20,000 permanent additional primary school places commissioned by Kent County Council and Academy Trusts. In the same period there have been two primary school closures resulting in the loss of 315 permanent places.

Just four districts (Dartford, Maidstone, Swale and Thanet) together account for over half of all new permanent primary places since 2010. Maidstone (5,071) and Dartford (4,476) also have the highest number of housing completions between April 2010 and March 2017.

Figures 12.4 and 12.5 show the number of secondary places commissioned since 2010 at both non-selective and selective schools. Over this period the number of secondary pupils fell through to 2014-15 before slowly starting to rise again.

This fall in pupil numbers had the biggest impact on non-selective schools and due to financial viability and educational standards issues, resulted in several school closures, contributing to a loss of 4,615 non-selective places. However, this has now been more than offset by the commissioning of an additional 6,635 places across the non-selective sector and an overall net gain in places.

**Figure 12.4: Commissioned Secondary (Non-Selective) Places by Planning Groups Since 2010-11**

PA name	Additional places			Closures and reductions		Net change	
	Permanent Year 7	Permanent All	Temporary	Permanent Year 7	Permanent All	Permanent Year 7	Permanent All
Ashford North	105	525	0	-30	-150	75	375
Canterbury City	30	150	150	-150	-750	-120	-600
Canterbury Coastal	30	150	30	0	0	30	150
Ashford South and Cranbrook	30	150	70	0	0	30	150
Dartford and Swanley	210	1,110	158	-150	-750	60	360
Dover	0	0	0	-30	-150	-30	-150
Deal and Sandwich	75	375	130	-143	-715	-68	-340
Folkestone and Hythe	210	1,050	296	-180	-900	30	150
Faversham	0	0	0	0	0	0	0
Gravesham and Longfield	65	325	241	0	0	65	325
Maidstone District	45	225	225	0	0	45	225
Malling	0	0	0	0	0	0	0
Romney Marsh	0	0	0	0	0	0	0
Sevenoaks and Borough Green	140	700	225	-60	-300	80	400
Isle of Sheppey	0	0	0	0	0	0	0
Sittingbourne	105	500	80	0	0	105	500
Isle of Thanet District	140	700	120	-180	-900	-40	-200
Tonbridge and Tunbridge Wells	135	675	557	0	0	135	675
<b>Kent</b>	<b>1,320</b>	<b>6,635</b>	<b>2,282</b>	<b>-923</b>	<b>-4,615</b>	<b>397</b>	<b>2,020</b>

Source: Management Information, Children, Young People and Education, KCC  
Includes projects that have been through statutory process and have funding secured as at Summer 2018

To ensure a mixed economy of school places and that the balance of selective/non-selective places is maintained, 3,610 selective places have also been commissioned across the County. Almost 40% of these additional places are in West Kent where the Kent Test pass rate continues to rise and demand for grammar education (and pressure on places from neighbouring authorities) is at unprecedented levels.



**Figure 12.5**  
**Commissioned Secondary (Selective Grammar) Places by Planning Group**  
**Since 2010-11**

PA name	Additional places		
	Permanent Year 7	Permanent All	Temporary
Ashford	10	50	237
Canterbury and Faversham	60	300	90
North West Kent	120	600	170
Dover District	80	400	150
Folkestone & Hythe District	15	75	30
Gravesham and Longfield	59	295	233
Sittingbourne and Sheppey	0	0	60
Isle of Thanet District	0	0	30
Maidstone and Malling	57	285	274
West Kent	285	1,425	657
Cranbrook	90	180	0
<b>Kent</b>	<b>776</b>	<b>3,610</b>	<b>1,931</b>

Source: Management Information, Children, Young People and Education, KCC  
 Includes projects that have been through statutory process and have funding secured as at Summer 2018

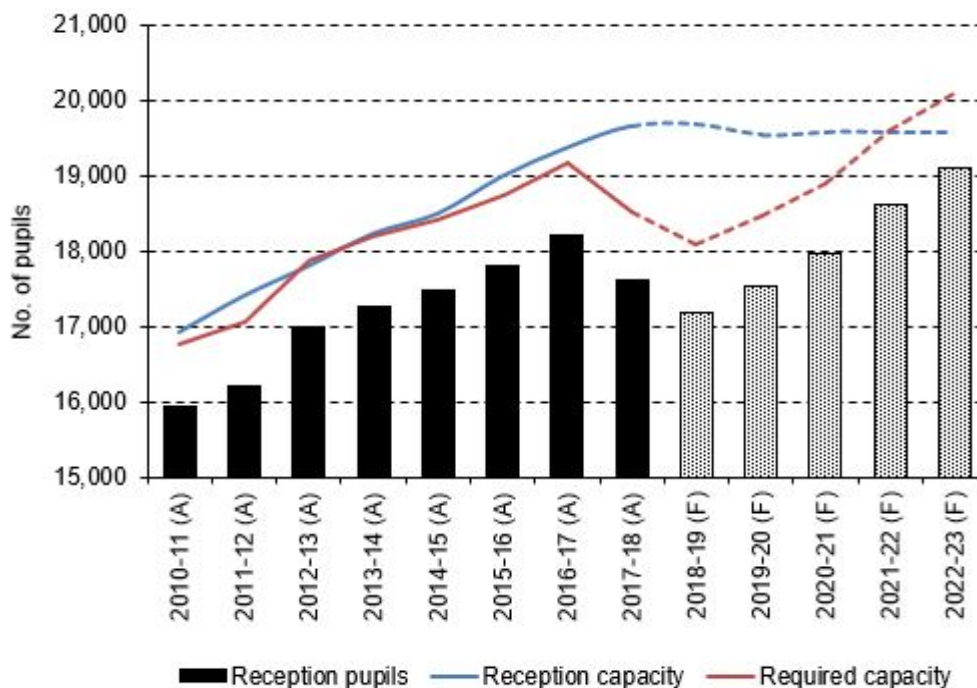
The number of Reception pupils in Kent schools has increased every year across the ten-year period from 2006-07 to 2016-17, rising from 14,498 to 18,221 pupils, a significant increase of 26%.

As outlined in Figure 12.6, the first decrease in many years was seen in 2017-18 and is expected to be followed by another drop in 2018-19. However, this fall should be short-lived, and it is expected that Reception numbers will rise strongly again over the four-year period 2019-20 to 2022-23, driven up by new housing and net migration.





**Figure 12.6: Reception Pupils in Mainstream Schools**



Children, Young People and Education, KCC

Figure 12.7 demonstrates that there has been a steady rise in the overall number of pupils in Kent primary schools since 2009-10, rising from 106,097 to 124,798, an increase of 18%. This increase is expected to continue through the medium to long-term period and given current net migration and planned housing levels will reach 136,260 pupils by 2022-23, a further increase of 9% over the next five years.

**Figure 12.7: Primary Pupils in Mainstream Schools**

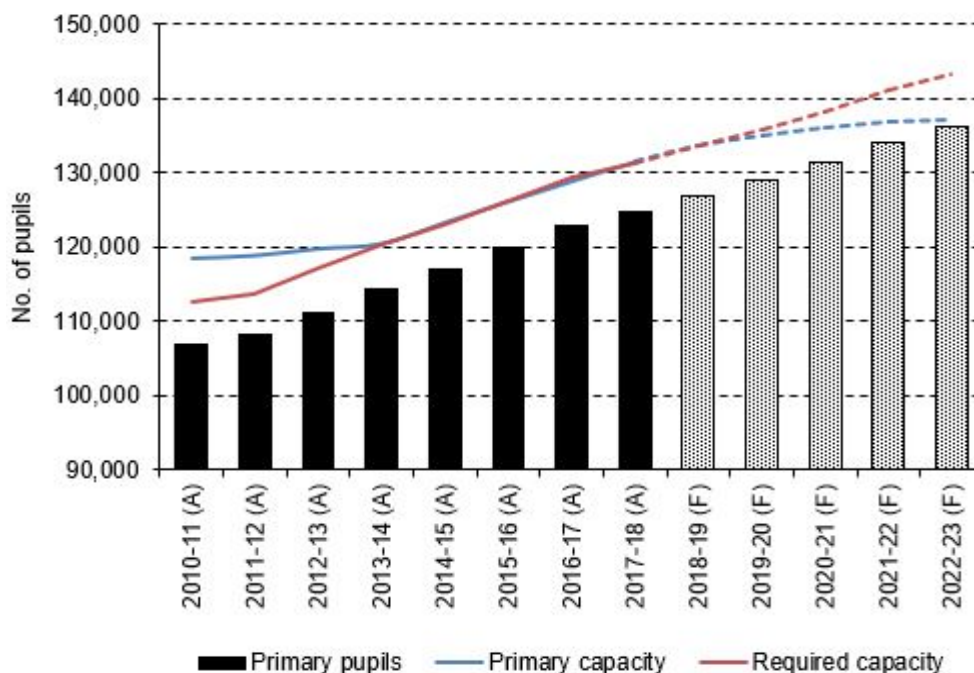


Figure 12.8 and 12.9 provides a breakdown of expected surplus or deficit capacity in Year R and across Years R-6, by education planning group, across the five-year period to 2022-23. Green indicates a surplus capacity of 5% or higher (KCC's surplus capacity target) while red indicates a notional deficit capacity, were no further action to address the predicted shortfalls take place. Yellow indicates a surplus capacity figure between 0% and 5%.

**Figure 12.8: Year R Surplus/Deficit Capacity by District**

District	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Ashford	1,690	146	230	111	65	-30	-86	1,660
Canterbury	1,599	190	215	158	152	37	-12	1,588
Dartford	1,602	107	169	61	-37	-185	-195	1,632
Dover	1,377	148	191	147	183	165	110	1,377
Folkestone & Hythe	1,294	142	176	221	174	169	164	1,342
Gravesham	1,476	150	130	110	59	66	18	1,416
Maidstone	2,071	206	203	98	73	1	-38	2,039
Sevenoaks	1,560	210	274	223	276	253	220	1,558
Swale	2,064	242	278	321	189	163	107	2,088
Thanet	1,800	240	243	274	194	136	64	1,800
Tonbridge & Malling	1,801	147	205	157	148	55	57	1,768
Tunbridge Wells	1,325	126	202	118	145	131	84	1,316
<b>Kent</b>	<b>19,659</b>	<b>2,054</b>	<b>2,515</b>	<b>2,000</b>	<b>1,622</b>	<b>961</b>	<b>494</b>	<b>19,584</b>

Source: Management Information, Children, Young People and Education, KCC

Dartford Borough shows the most acute need, with an expected deficit of over -1,200 primary school places by 2022-23 if no further action is taken – and reflects the highest amount of expected new housing of any Kent district.

**Figure 12.9: Years R-6 Surplus/Deficit Capacity by District**

District	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Ashford	11,515	465	552	423	211	-105	-475	11,740
Canterbury	11,030	671	673	559	356	91	-150	11,228
Dartford	10,269	62	7	-130	-465	-873	-1,258	11,364
Dover	9,283	732	701	593	560	447	383	9,599
Folkestone & Hythe	8,917	491	442	467	515	565	599	9,183
Gravesham	9,748	226	252	214	121	91	30	10,077
Maidstone	13,549	586	462	254	55	-198	-374	14,348
Sevenoaks	10,496	924	948	962	986	1,110	1,225	10,928
Swale	13,572	644	702	895	865	680	339	14,519
Thanet	12,007	771	844	929	741	491	325	12,642
Tonbridge & Malling	11,793	544	447	323	275	140	31	12,388
Tunbridge Wells	9,371	636	662	521	390	364	340	9,260
<b>Kent</b>	<b>131,550</b>	<b>6,752</b>	<b>6,693</b>	<b>6,011</b>	<b>4,610</b>	<b>2,804</b>	<b>1,016</b>	<b>137,276</b>

Source: Management Information, Children, Young People and Education, KCC



Figure 12.10 demonstrates that the number of Year 7 pupils has been rising since 2012-13, with the rate of increase expected to be even higher across the next five years. There may be a small reduction in 2024-25 for a couple of years (due to the expected lower Reception numbers in 2018-19 and 2019-20) but thereafter the increase will be sustained through the late 2020s.

**Figure 12.10: Year 7 Pupils in Mainstream Schools**

Source: Management Information, Children, Young People and Education, KCC

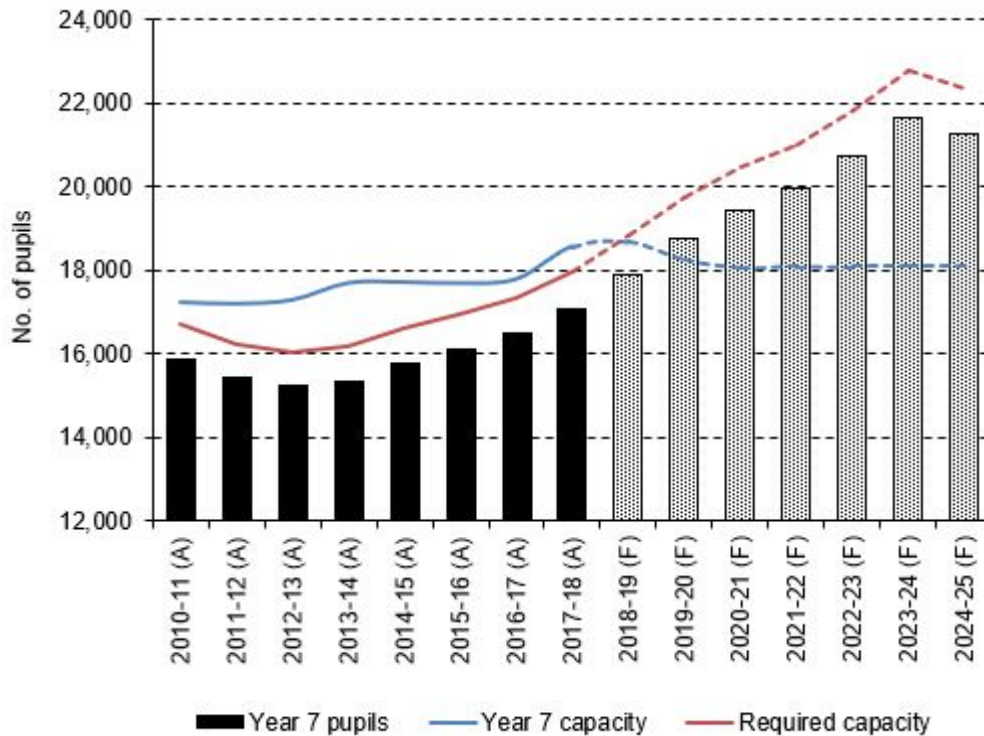
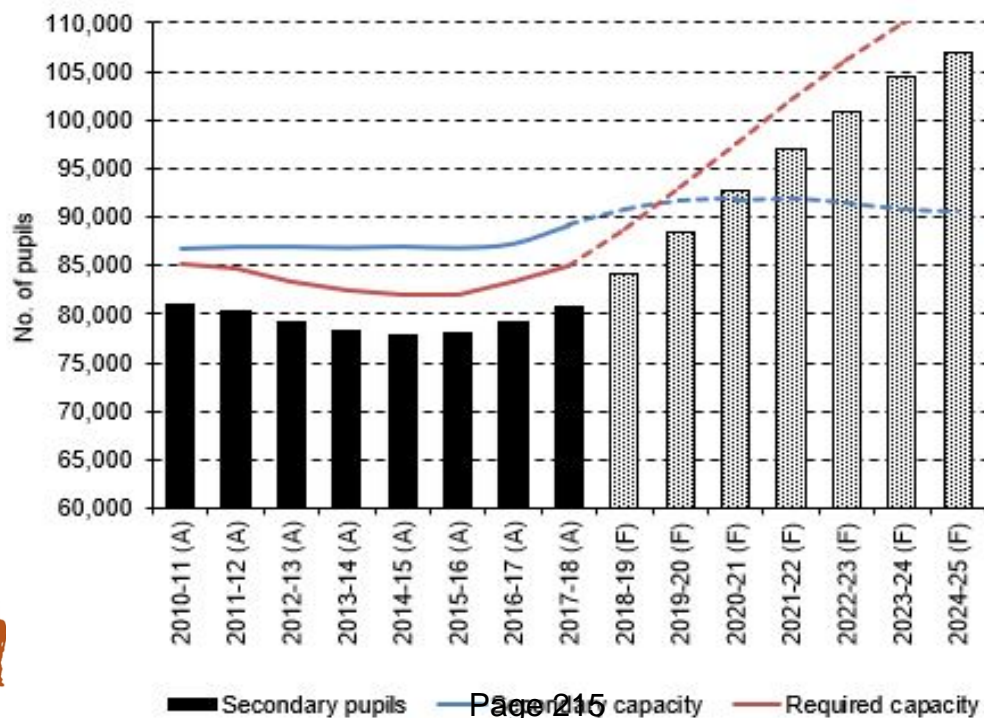


Figure 12.11 shows that since a low of 77,931 secondary pupils in 2014-15 numbers have grown year on year. Forecasts suggest that the pace of growth in our secondary schools will increase significantly over the Plan period.

**Figure 12.11: Secondary (Years 7-11) Pupils in Mainstream Schools**





In the three years since 2014-15 there has already been an increase of 3,000 pupils and this is expected to surge by a further 25,000+ over the next seven years, representing a 32% increase on current roll numbers. Over 18,000 of this expected increase will simply be due to the transfer of *existing* primary pupils into the secondary sector while the remaining 7,000+ pupils are expected as a result of other growth factors.

This unrepresented level of growth will require a huge investment in the secondary estate to maintain quality and sufficiency of school places and will represent a major challenge to the Council and its commissioning partners in the years to come, especially given the complexity of building new secondary schools (land required, technical specifications, planning permission etc.) compared to new primary schools.

Figures 12.12 to 12.13 provide a breakdown of expected non-selective Year 7 and total secondary (Years 7-11) surplus or deficit capacity, by education planning group, across the seven-year period to 2024-25. Both Year 7 and total secondary (Years 7-11) have limited surplus capacity which is expected to be negligible across all groups by 2020 unless remedial action is taken soon.

**Figure 12.12: Non-Selective Year 7 Surplus/Deficit Capacity by Planning Group**

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North	758	94	49	-52	-81	-64	-99	-167	-165	758
Canterbury City	550	7	-49	-81	-119	-135	-191	-201	-198	530
Canterbury Coastal	625	105	117	74	28	36	-1	-16	23	618
Ashford South and Cranbrook	560	192	158	76	75	84	61	36	79	540
Dartford and Swanley	1,074	135	55	-39	-115	-165	-237	-300	-276	1,015
Dover	490	100	84	58	-3	-24	-21	-88	-73	480
Deal and Sandwich	445	79	63	30	-32	-3	-40	-74	-88	435
Folkestone and Hythe	598	52	15	7	-33	-28	-74	-61	-33	685
Faversham	230	8	-26	-23	-23	-44	-43	-56	-43	210
Gravesham and Longfield	1,321	113	26	-74	-104	-175	-182	-316	-269	1,234
Maidstone District	1,395	198	109	-132	-176	-214	-339	-429	-365	1,335
Malling	540	141	61	60	18	24	13	-6	-30	540
Romney Marsh	180	-10	-16	-14	-26	-21	-31	-21	-30	180
Sevenoaks and Borough Green	560	17	3	-35	-100	-130	-145	-148	-157	505
Isle of Sheppey	390	124	113	92	87	48	56	26	17	390
Sittingbourne	765	-35	-35	-104	-123	-187	-160	-266	-217	765
Thanet District	1,179	79	28	-54	-103	-102	-156	-211	-185	1,159
Tonbridge and Tunbridge Wells	1,544	149	56	13	-82	-135	-238	-241	-228	1,469
<b>Kent</b>	<b>13,204</b>	<b>1,548</b>	<b>809</b>	<b>-201</b>	<b>-911</b>	<b>-1,234</b>	<b>-1,826</b>	<b>-2,536</b>	<b>-2,236</b>	<b>12,848</b>

Source: Management Information, Children, Young People and Education, KCC

The only groups where there is expected to be sufficient non-selective surplus capacity throughout the forecasting period are Ashford South, Cranbrook and on The Isle of Sheppey.



**Figure 12.13: Non-Selective Years 7-11 Surplus/Deficit Capacity by Planning Group**

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North	3,800	642	520	289	15	-205	-430	-652	-769	3,790
Canterbury City	2,670	-36	-36	-193	-394	-550	-768	-911	-1,017	2,650
Canterbury Coastal	3,021	450	490	466	354	252	133	6	-36	3,090
Ashford South and Cranbrook	2,710	720	781	691	598	510	399	282	293	2,700
Dartford and Swanley	4,852	708	510	280	-67	-441	-796	-1,125	-1,353	5,135
Dover	2,515	663	609	471	310	157	35	-154	-289	2,400
Deal and Sandwich	2,225	417	400	317	138	31	-92	-230	-352	2,175
Folkestone and Hythe	2,791	196	128	79	18	-41	-170	-252	-295	3,425
Faversham	1,070	141	55	-22	-78	-152	-218	-246	-261	1,050
Gravesham and Longfield	6,078	486	355	105	-141	-427	-724	-1,071	-1,270	6,170
Maidstone District	6,870	1,071	858	451	4	-511	-1,055	-1,602	-1,837	6,675
Malling	2,700	759	581	448	319	219	95	27	-68	2,700
Romney Marsh	900	89	17	-39	-85	-122	-141	-140	-156	900
Sevenoaks and Borough Green	2,585	115	46	-4	-121	-247	-402	-563	-697	2,525
Isle of Sheppey	1,950	636	589	567	514	436	351	263	185	1,950
Sittingbourne	3,630	-14	-102	-252	-391	-619	-806	-1,026	-1,123	3,825
Thanet District	5,621	563	411	152	-133	-383	-619	-843	-955	5,795
Tonbridge and Tunbridge Wells	7,488	936	711	457	185	-219	-612	-930	-1,185	7,345
<b>Kent</b>	<b>63,476</b>	<b>8,542</b>	<b>6,875</b>	<b>4,257</b>	<b>1,046</b>	<b>-2,311</b>	<b>-5,822</b>	<b>-9,167</b>	<b>-11,185</b>	<b>64,300</b>

Source: Management Information, Children, Young People and Education, KCC

Figures 12.14 to 12.15 provide a breakdown of expected selective (grammar) Year 7 and Years 7-11 surplus or deficit capacity, by education planning group, across the seven-year period to 2024-25. This analysis assumes that the Kent Test pass rate by planning group remains at current levels, or at a minimum of 25%, whichever is higher.

**Figure 12.14: Selective Year 7 Surplus/Deficit Capacity by Planning Group**

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford	372	12	34	-40	-47	-44	-56	-87	-79	333
Canterbury and Faversham	580	-15	-35	-37	-63	-72	-115	-133	-111	575
North West Kent	660	-2	-27	-50	-83	-106	-126	-158	-145	660
Dover District	440	5	-12	19	17	14	10	16	12	440
Folkestone & Hythe District	360	-7	16	16	20	18	22	19	16	330
Gravesham and Longfield	354	-11	-24	-36	-40	-62	-61	-99	-81	354
Sittingbourne and Sheppey	240	-12	8	-42	-47	-70	-61	-91	-80	240
Thanet District	375	-12	-17	-62	-77	-78	-93	-116	-106	345
Maidstone and Malling	785	6	23	-9	-47	-56	-109	-153	-136	737
West Kent	1,170	-23	-25	-98	-114	-165	-242	-220	-220	1,140
Cranbrook	30	0	11	10	9	1	4	12	5	90
<b>Kent</b>	<b>5,366</b>	<b>-59</b>	<b>-49</b>	<b>-329</b>	<b>-472</b>	<b>-619</b>	<b>-827</b>	<b>-1,010</b>	<b>-927</b>	<b>5,244</b>

Source: Management Information, Children, Young People and Education, KCC



Both Year 7 and total secondary (Years 7-11) have either an immediate on-paper deficit or negligible surplus capacity and this is expected to severely worsen across the County unless remedial action is taken immediately.

**Figure 12.15: Selective (Grammar) Years 7-11 Surplus/Deficit Capacity by Planning Group**

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford	1,854	-31	-29	-102	-175	-193	-275	-392	-427	1,665
Canterbury and Faversham	2,853	-105	-125	-179	-296	-385	-506	-594	-654	2,875
North West Kent	3,120	6	-43	-84	-239	-405	-527	-656	-744	3,300
Dover District	2,050	-13	-14	-21	-46	-62	-60	-39	-51	2,200
Folkestone & Hythe District	1,665	13	-3	-12	-5	21	50	54	54	1,650
Gravesham and Longfield	1,702	21	-28	-84	-156	-239	-289	-365	-412	1,770
Sittingbourne and Sheppey	1,230	-3	-9	-68	-135	-214	-286	-380	-413	1,200
Thanet District	1,782	-43	-68	-158	-286	-373	-457	-552	-589	1,725
Maidstone and Malling	3,697	21	-38	-132	-194	-249	-355	-529	-658	3,685
West Kent	5,177	-61	-87	-250	-404	-554	-766	-977	-1,115	5,700
Cranbrook	516	47	44	35	-3	-17	-18	-9	-10	630
<b>Kent</b>	<b>25,646</b>	<b>-148</b>	<b>-398</b>	<b>-1,055</b>	<b>-1,939</b>	<b>-2,671</b>	<b>-3,488</b>	<b>-4,438</b>	<b>-5,017</b>	<b>26,400</b>

Source: Management Information, Children, Young People and Education, KCC

The expected deficit of selective (grammar) places is so high that by the end of the seven-year forecasting period between three and five forms of entry of additional provision will be required in every planning group, apart from Dover and Folkestone & Hythe (where no additional Year 7 provision is required) and West Kent, where the equivalent of a new eight form-entry grammar school is required.

Figure 12.16 suggests that long term forecasts indicate a levelling off in the number of secondary pupils after 2024-25. However, a continuing gradual rise in the number of primary pupils is forecast which could be by a further 8,000-9,000 pupils between 2024-31.

**Figure 12.16: Kent Long Term Primary and Secondary (Years 7-11) Pupil Forecasts**

Source: Management Information, Children, Young People and Education, KCC

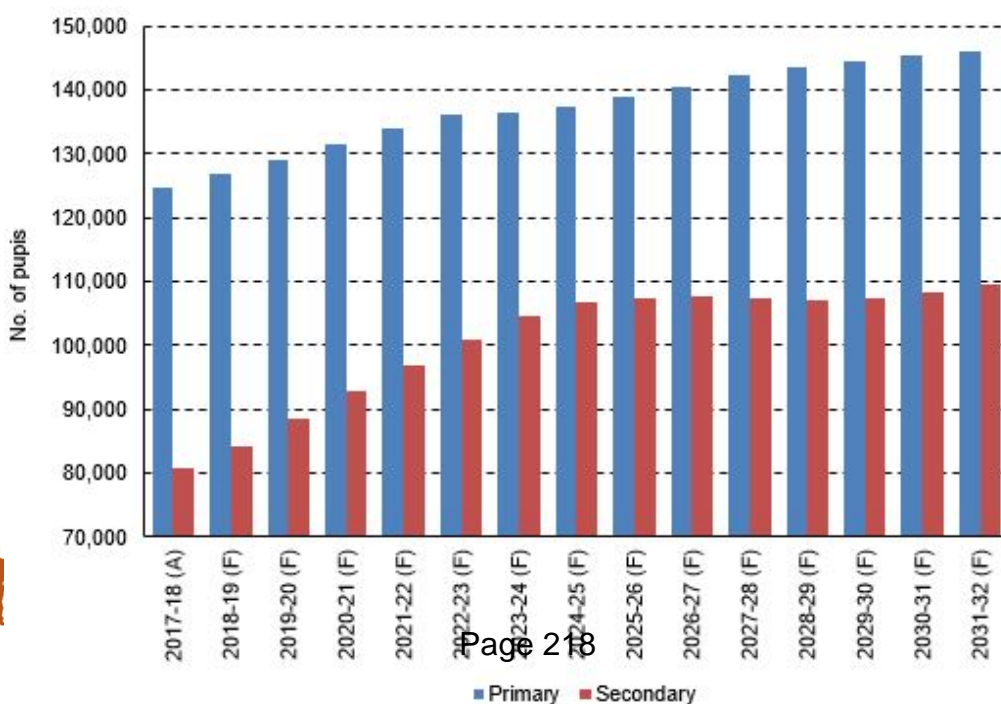




Figure 12.17 shows the long term forecast for primary and secondary pupils by district in three-year blocks from 2022-23 onwards. The rate of increase across all groups is expected to slow after the mid-2020s.

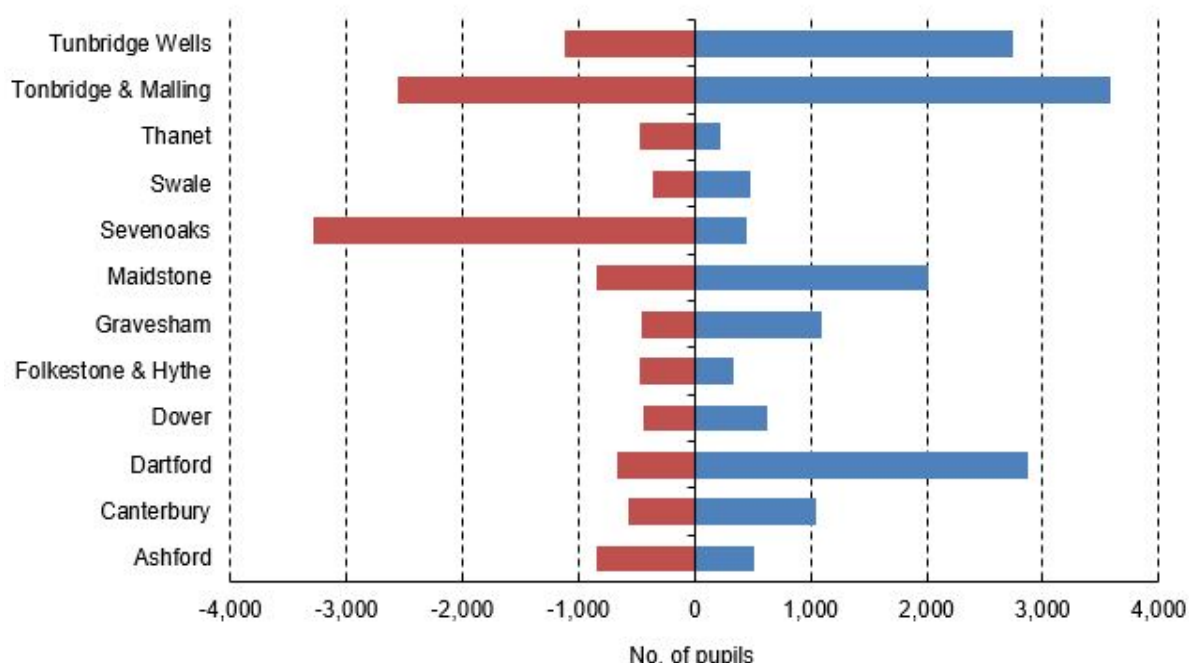
**Figure 12.17: Long Term Primary and Secondary (Years 7-11) Pupil Forecasts by District**

District	Primary (Years R-6)						Secondary (Years 7-11)					
	2017-18 (A)	2020-21 (F)	2022-23 (F)	2025-26 (F)	2028-29 (F)	2031-32 (F)	2017-18 (A)	2020-21 (F)	2022-23 (F)	2025-26 (F)	2028-29 (F)	2031-32 (F)
Ashford	11,050	11,504	12,215	12,591	13,150	13,551	6,738	7,645	8,298	8,798	8,924	9,194
Canterbury	10,358	10,834	11,378	11,834	12,484	12,889	7,493	8,194	8,899	9,488	9,265	9,741
Dartford	10,207	11,545	12,622	13,518	14,348	14,775	7,615	9,219	10,180	11,201	11,455	11,960
Dover	8,551	8,934	9,216	9,301	9,517	9,635	5,722	6,418	6,928	7,507	7,437	7,480
Folkestone & Hythe	8,426	8,624	8,584	8,424	8,431	8,288	5,058	5,833	6,176	6,299	6,012	6,014
Gravesham	9,521	9,881	10,047	10,024	10,192	10,187	6,411	7,476	8,013	8,679	8,716	8,817
Maidstone	12,961	14,113	14,722	15,033	15,435	15,708	9,475	10,884	11,918	12,950	13,033	13,313
Sevenoaks	9,572	9,863	9,703	9,757	9,870	9,873	2,306	2,621	2,846	2,981	2,926	2,968
Swale	12,928	13,452	14,180	14,218	14,497	14,646	7,862	8,946	9,889	10,611	10,478	10,673
Thanet	11,236	11,759	12,317	12,396	12,764	13,168	6,880	7,967	8,616	9,148	9,100	9,190
Tonbridge & Malling	11,249	12,025	12,357	12,715	13,236	13,532	7,827	9,039	9,771	10,354	10,315	10,572
Tunbridge Wells	8,735	8,913	8,920	9,167	9,595	9,929	7,330	8,542	9,242	9,513	9,360	9,641
<b>Kent</b>	<b>124,794</b>	<b>131,447</b>	<b>136,260</b>	<b>138,978</b>	<b>143,517</b>	<b>146,181</b>	<b>80,717</b>	<b>92,784</b>	<b>100,777</b>	<b>107,529</b>	<b>107,021</b>	<b>109,562</b>

Source: Management Information, Children, Young People and Education, KCC

The new non-selective and selective (grammar) secondary planning groups have been designed to achieve resident pupil retention rates of above 80% but when looking at flow rates between district groups (Figure 12.18) it is clear that many pupils are travelling long distances to school.

**Figure 12.18: Secondary (Years 7-11) Travel to School Flows by District (2017-18)**



Source: Management Information, Children, Young People and Education, KCC



There are big differences between both the scale of travel to school flows and the direction of flows between districts – for example, Sevenoaks has an outflow of over 3,200 pupils and an inflow of around 450 pupils, giving a net outflow of around 2,800 pupils. Dartford has similar-sized flows but in opposite directions, with half of the inflow due to out of County London pupils attending its grammar schools.

Net migration into Kent from other UK areas has been increasing over the last few years partly in response to London’s social housing crisis, with the wholesale transfer of London families that were previously on the housing waiting lists of London Boroughs, to much cheaper accommodation in Kent. These levels of internal migration are putting a huge strain on the County’s education system.

Figure 12.19 shows that pre-school net internal migration from London Boroughs to Kent was 1,538 in the year to 1 July 2017 which equates to approximately 13 forms of entry of primary provision that will be required when they enter school. Maidstone Borough has seen the biggest influx with the equivalent of a new primary school required from this year’s immigration alone.

While a new, more diverse population is arriving in Kent, many of its existing families are moving out, with a net out-migration of 431 pre-school age children to other areas of the UK in the year to 1 July 2017.

**Figure 12.19: Pre-School Age UK Internal Migration (2017)**

District	Ranking	IN from				OUT to				Net
		Other Kent districts	London	Elsewhere	Total IN	Other Kent districts	London	Elsewhere	Total OUT	
Ashford	6	154	100	100	353	127	24	111	262	91
Canterbury	2	137	148	99	384	130	26	87	244	140
Dartford	4	92	453	82	627	201	125	164	490	137
Dover	5	162	45	65	273	73	5	91	168	105
Folkestone & Hythe	10	115	59	71	245	120	19	80	219	26
Gravesham	12	113	204	71	388	118	51	210	379	9
Maidstone	1	206	205	182	593	163	24	192	379	214
Sevenoaks	9	103	287	76	466	159	72	170	401	65
Swale	7	97	118	165	380	110	37	148	295	85
Thanet	11	92	98	87	277	106	32	128	266	11
Tonbridge & Malling	3	208	152	116	476	174	22	141	337	139
Tunbridge Wells	8	102	125	112	339	99	21	135	255	84
<b>Kent</b>	-	<b>1,580</b>	<b>1,995</b>	<b>1,227</b>	<b>4,801</b>	<b>1,580</b>	<b>457</b>	<b>1,658</b>	<b>3,695</b>	<b>1,106</b>

Source: Office for National Statistics, 2018

Figures 12.20 and 12.21 show primary and secondary age internal migration and mirror the direction of movement for pre-school age children.

Between 2016 and 2017 primary age migration from London to Kent districts increased from 2,167 to 2,511, which is an increase of 16% (and a 29% increase from 2015). This compares with 475 moving the other way, resulting in a net increase to Kent of 2,036 primary children – or five two-form entry primary schools each year.





**Figure 12.20: Primary School Age UK Internal Migration (2017)**

District	Ranking	IN from				OUT to				Net
		Other Kent districts	London	Elsewhere	Total IN	Other Kent districts	London	Elsewhere	Total OUT	
Ashford	4	189	136	172	496	119	24	159	302	194
Canterbury	3	182	245	135	562	161	34	124	319	243
Dartford	1	139	627	107	873	211	137	204	551	322
Dover	8	204	59	92	355	99	11	136	246	109
Folkestone & Hythe	11	132	80	105	317	183	9	134	325	-8
Gravesham	12	128	205	99	431	212	62	282	555	-124
Maidstone	7	202	213	242	657	267	21	252	539	118
Sevenoaks	10	133	253	100	487	200	64	169	433	54
Swale	6	119	185	256	560	149	48	212	410	150
Thanet	9	131	153	126	410	126	33	154	313	97
Tonbridge & Malling	2	307	201	153	661	175	18	209	402	259
Tunbridge Wells	5	166	155	191	512	131	16	204	351	161
<b>Kent</b>	-	<b>2,032</b>	<b>2,511</b>	<b>1,778</b>	<b>6,321</b>	<b>2,032</b>	<b>475</b>	<b>2,238</b>	<b>4,746</b>	<b>1,575</b>

Source: Office for National Statistics, 2018

Between 2016 and 2017 secondary age migration from London to Kent districts has increased from 911 to 1,141, which is an increase of 25% (and a 37% increase from 2015). This compares with 250 the other way, resulting in a net increase to Kent of 891 secondary children (or a six-form entry secondary school each year).

**Figure 12.21: Secondary (Years 7-11) School Age UK Internal Migration (2017)**

District	Ranking	IN				OUT				Net
		Other Kent districts	London	Elsewhere	Total IN	Other Kent districts	London	Elsewhere	Total OUT	
Ashford	8	102	54	75	231	102	10	80	192	39
Canterbury	1	153	129	110	393	128	15	68	210	183
Dartford	4	68	216	60	344	87	62	75	224	120
Dover	6	137	43	98	278	95	11	86	192	86
Gravesham	11	62	85	56	203	74	24	118	216	-13
Maidstone	5	131	74	121	326	111	16	99	226	100
Sevenoaks	9	90	144	55	288	145	38	95	278	10
Shepway	12	88	31	44	163	96	8	76	180	-17
Swale	7	56	75	117	247	66	19	101	186	61
Thanet	10	78	73	77	228	93	21	107	220	8
Tonbridge & Malling	2	158	120	115	393	143	17	81	241	152
Tunbridge Wells	3	148	97	136	381	132	10	106	248	133
<b>Kent</b>	-	<b>1,271</b>	<b>1,141</b>	<b>1,063</b>	<b>3,475</b>	<b>1,271</b>	<b>250</b>	<b>1,092</b>	<b>2,613</b>	<b>862</b>

Source: Office for National Statistics, 2018



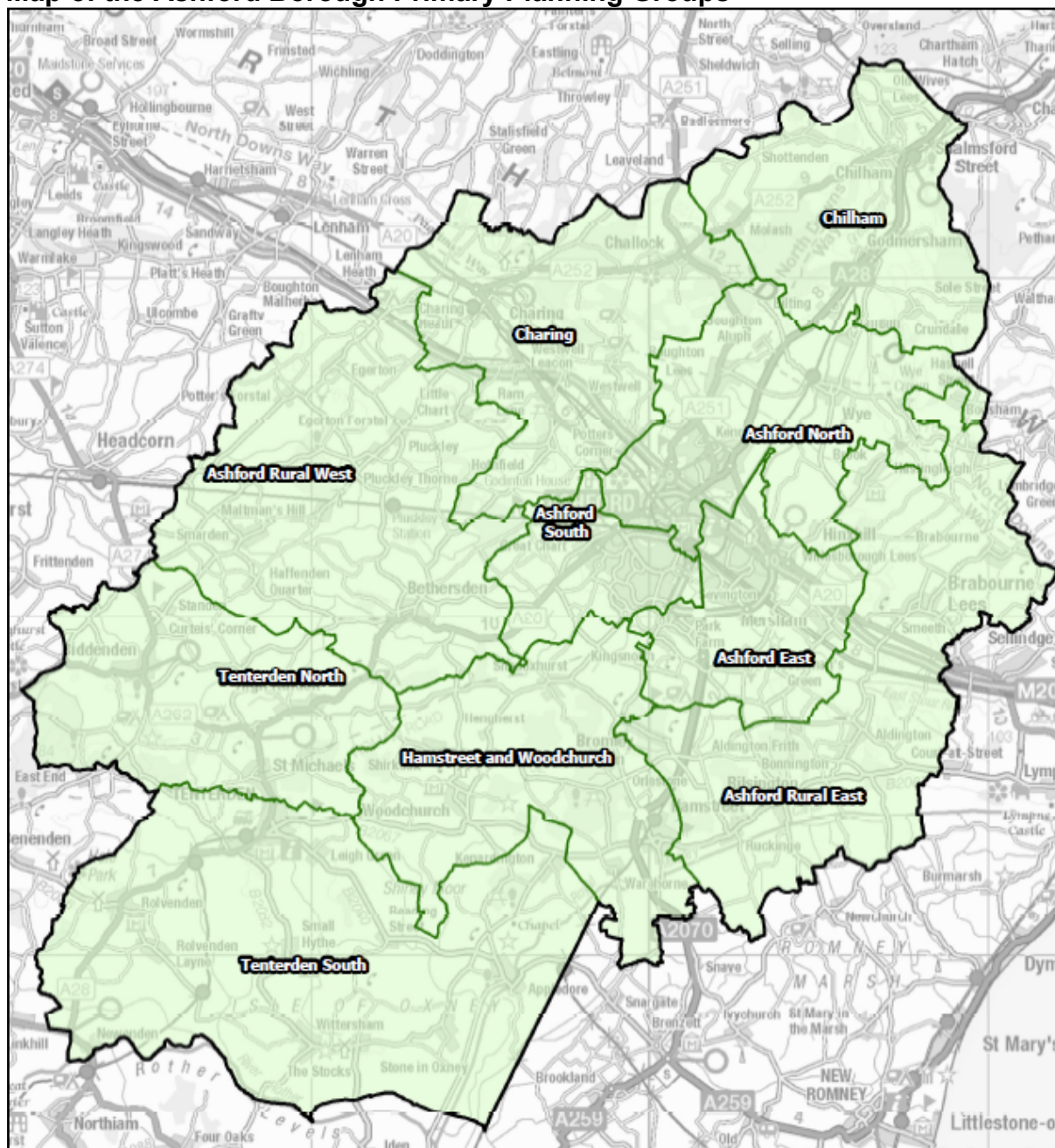
## 12.3 Ashford

### Borough commentary

- The birth rate in Ashford has risen for a fourth year in a row and is 6 points above the County average. The number of recorded births in the Borough has increased significantly over the last 4 years being 159 births higher than 2014.
- The Regulation 19 consultation on the Local Plan (up to 2030) was submitted to the Secretary of State by the Borough Council in December 2017. The draft document identifies a need of just over 16,000 houses by 2030.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 6.7% for 2019-20 in respect of Year R places, reducing to a deficit of -5.2% in 2022-23. For Years R-6 the surplus would be 3.6% for 2019-20 reducing to a deficit of -4.0% in 2022-23.
  - For secondary education the deficit would be -6.6% for 2019-20 in respect of Year 7 places, increasing to a deficit of -17.3% in 2024-25. For Years 7-11 the deficit would be -0.4% for 2019-20 increasing to a deficit of -18.4 in 2024-25.



## Map of the Ashford Borough Primary Planning Groups



## Ashford Primary Schools by Planning Group

	School	Status
Chilham	St. Mary's CE Primary School (Chilham)	Voluntary Controlled
Charing	Challock Primary School	Foundation
	Charing CE Primary School	Academy
Ashford North	Downs View Infant School	Community
	Goat Lees Primary School	Foundation
	Godinton Primary School	Academy
	Kennington CE Academy	Academy
	Lady Joanna Thornhill Endowed Primary School	Voluntary Controlled
	Phoenix Community Primary School	Foundation
	Repton Manor Primary School	Foundation



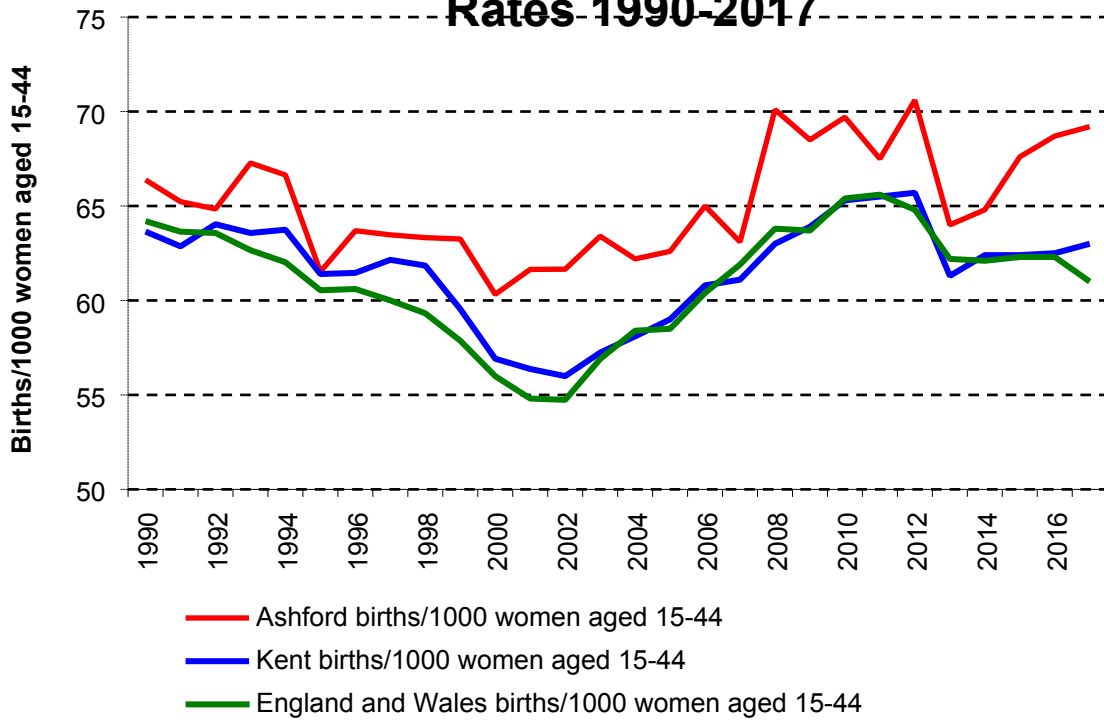
	School	Status
	St. Mary's CE Primary School (Ashford)	Voluntary Aided
	St. Teresa's RC Primary School	Academy
	Victoria Road Primary School	Community
Ashford Rural East	Aldington Primary School	Foundation
	Brabourne CE Primary School	Voluntary Controlled
	Brook Community Primary School	Foundation
	Smeeth Community Primary School	Foundation
Ashford East	East Stour Primary School	Community
	Finberry Primary School	Academy
	Furley Park Primary Academy	Academy
	Kingsnorth CE Primary School	Academy
	Mersham Primary School	Foundation
	Willesborough Infant School	Community
Ashford South	Willesborough Junior School	Foundation
	Ashford Oaks Primary School	Community
	Beaver Green Primary School	Academy
	Chilmington Green Primary School	Academy
	Great Chart Primary School	Community
	John Wallis CE Academy	Academy
	John Wesley CE and Methodist Primary School	Voluntary Aided
Ashford Rural West	St. Simon of England RC Primary School	Academy
	Bethersden School	Community
	Egerton CE Primary School	Voluntary Controlled
	Pluckley CE Primary School	Academy
Hamstreet and Woodchurch	Smarden Primary School	Academy
	Hamstreet Primary Academy	Academy
Tenterden North	Woodchurch CE Primary School	Voluntary Controlled
	High Halden CE Primary School	Voluntary Controlled
	John Mayne CE Primary School	Voluntary Controlled
Tenterden South	St. Michael's CE Primary School	Academy
	Rolvenden Primary School	Community
	Tenterden CE Junior School	Academy
	Tenterden Infant School	Academy
	Wittersham CE Primary School	Voluntary Aided



## Birth Rate Analysis

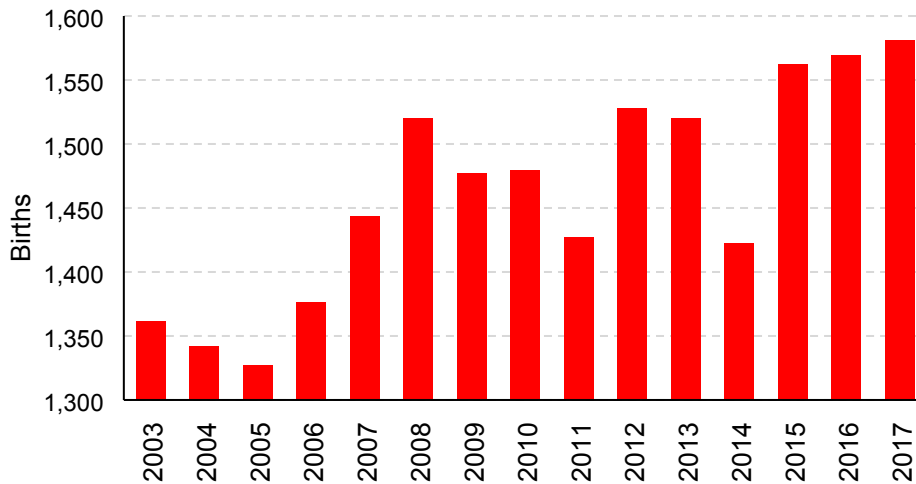
The charts below set out the birth rates and the tables set out the school population figures and forecasts:

### Ashford, Kent and England & Wales Birth Rates 1990-2017



\* ONS data

### Ashford Births 2003-2017\*\*



\*\* Health Authority birth data





## Ashford Borough Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Chilham	15	1	3	3	4	4	3	15
Charing	50	3	13	11	12	8	2	50
Ashford North	480	21	40	4	-1	-15	-39	450
Ashford Rural East	80	18	18	18	7	4	5	80
Ashford East	390	4	33	13	-14	-31	-45	390
Ashford South	360	22	52	17	14	-6	-10	360
Ashford Rural West	85	9	18	14	6	0	-2	85
Hamstreet and Woodchurch	71	6	8	4	6	-12	-13	71
Tenterden North	65	30	25	14	16	14	13	65
Tenterden South	94	32	20	12	15	3	-3	94
<b>Ashford</b>	<b>1,690</b>	<b>146</b>	<b>230</b>	<b>111</b>	<b>65</b>	<b>-30</b>	<b>-86</b>	<b>1,660</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Chilham	105	14	14	13	14	14	17	105
Charing	350	32	30	25	25	17	-3	350
Ashford North	3,180	30	12	-14	-58	-118	-227	3,210
Ashford Rural East	555	27	41	50	47	34	24	560
Ashford East	2,700	93	89	20	-65	-170	-292	2,760
Ashford South	2,400	50	149	158	149	93	39	2,535
Ashford Rural West	610	47	52	39	22	0	-12	610
Hamstreet and Woodchurch	497	20	13	6	-15	-51	-89	497
Tenterden North	455	91	103	102	80	81	87	455
Tenterden South	663	61	47	26	11	-6	-17	658
<b>Ashford</b>	<b>11,515</b>	<b>465</b>	<b>552</b>	<b>423</b>	<b>211</b>	<b>-105</b>	<b>-475</b>	<b>11,740</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 696 new homes were built in that year. This was 300 less than the previous year but still around 300 more than the 5 year average which suggests the average build out rate is likely to increase. Housing not included in the Local Plan may create localised pressures on top of those seen in the forecasts above. The provision of new schools is being factored into the



planning for the Borough, with several schools and sites being requested or secured via developer contributions.

Forecasts indicate that both Year R and total primary school rolls will continue to rise across the Plan period. This will lead to fewer than 5% of places across Years R-6 being surplus throughout the Plan period, moving to a deficit from 2021-22. A deficit of Year R places is also forecast from 2021-22. Pressures in urban Ashford (planning groups North, East and South) will need to be managed from 2020-21.

### **Ashford South Planning Group**

Development at Chilmington Green is expected to be a major generator of extra demand for primary school places. The new Chilmington Green Primary School opened in September 2018 off-site. The forecasts reflect that 1FE (30 places per year group) will be offered from that point. However, the new School is being built out at 2FE (60 places per year group) and therefore more places will be made available as needed. Forecasts suggest that this could be from 2021-22 as we are showing a deficit of Year R places in Ashford South from that year. In the longer term the Chilmington Green development provides for a further three primary schools offering a total of 7FE of provision.

### **Ashford North Planning Group**

The deficit of primary school places in Ashford North (from 2019-20) is linked initially to the final phase of development at Repton Park. From 2021-22 onwards the pressures for primary school places will be predominantly linked to proposed developments north of the M20 between Kennington, Willesborough and Eureka Park. The draft Local Plan makes strategic provision for a new 2FE primary school to be incorporated into the 'Greater Burton' development area. Forecasts indicate the school may need to open as early as September 2021, initially offering 1FE. This will serve a number of development sites in the locality.

There are also significant developments within the Town Centre at Elwick Road and Victoria Road. These are in the main flats and the pupil product is expected to be significantly lower. This will be monitored.

### **Ashford East Planning Group**

Forecast pressures in Ashford East (2020-21) arise from a number of permitted and allocated sites including Cheeseman's Green, Waterbrook, New Town Works, Park Farm, Willesborough Lees and Conningbrook. Forecasts suggest that should housing be built out as planned there will be a deficit of Year R and Year R-6 places from 2020 of initially around 0.5FE, this will then grow to 1.5FE by 2022-23.

Finberry Primary School (Cheeseman's Green) currently has 1FE of accommodation but has planning permission to be a 2FE school. This will be via the addition of a new block of classrooms planned for September 2020. Forecasts would suggest that the School will be filled swiftly. The planned opening of new schools at 'Greater Burton' in 2021-22 (Ashford North planning group) and Court Lodge (Hamstreet and Woodchurch planning group) will add further capacity across this corner of the district.



### Hamstreet and Woodchurch Planning Group

Forecast pressures shown in Hamstreet and Woodchurch arise from the proposed housing developments around Kingsnorth (Court Lodge and Pound Lane) and developments within and around the two villages. The draft Local Plan makes provision for a new 2FE primary school to be incorporated into the 'Court Lodge' development area, in order to meet the longer term primary education needs of that development. This is expected in September 2022.

Information from Ashford Borough would suggest that up to 380 units (of a planned 1,100) will be delivered at Court Lodge and Pound Lane across the Plan period with a further 215 from other developments in and around the villages of Hamstreet and Woodchurch.

If housing is delivered at the rates suggested this will lead to a deficit of -15 primary school places across Years R-6 in 2020-21 increasing to a deficit of -89 places by 2022-23, of which -12 will be in Year R. The forecasts are based on travel to learn patterns alongside migration into the planning group and planned housing. In October 2016, of the 469 pupils on roll in the planning group schools, 187 were resident in other planning groups across Ashford and Folkestone and Hythe Districts. We expect that the deficit of places in the planning group can be managed until the opening of the new school in Court Lodge as it can be reasonably assumed that as rolls rise the travel to learn distance will reduce and families will access school places nearer to their homes.

### Charing Planning Group

Information from Ashford Borough would suggest that up to 590 units may be delivered in the Plan period. Forecasts suggest that if all housing was delivered as planned this will necessitate the expansion of the village school no earlier than 2022-23.

### Tenterden South Planning Group

Housing in Tenterden South planning group including the significant developments TENT 1 and TENT 1b (475 units) may require additional school places being created by the end of the Plan period. This will be dependent on housing delivery rates.

### Ashford Borough Analysis - Secondary

There are three planning groups which are within Ashford Borough or which cross the Borough boundary (See appendix 14.2 for the non-selective and selective Planning group maps). Two planning groups are non-selective (Ashford North, Ashford South and Cranbrook), one selective. The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North Non-Selective	758	94	49	-52	-81	-64	-99	-167	-165	758





	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford South and Cranbrook Non-Selective	560	192	158	76	75	84	61	36	79	540
Ashford Selective	372	12	34	-40	-47	-44	-56	-87	-79	333

### Year 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North Non-Selective	3,800	642	520	289	15	-205	-430	-652	-769	3,790
Ashford South and Cranbrook Non-Selective	2,710	720	781	691	598	510	399	282	293	2,700
Ashford Selective	1,854	-31	-29	-102	-175	-193	-275	-392	-427	1,665

#### Ashford North Non-Selective Planning Group

There are four schools in the Ashford North non-selective planning group: John Wallis Church of England Academy, The North School, The Towers School and Sixth Form Centre and Wye School.

It is expected that additional non-selective Year 7 places (2-3FE) will be needed from 2019-20 in Ashford North, rising to 6FE from 2023-24.

Pressures across all year groups (Years 7-11) in this planning group are predominately being driven by larger Year 7 cohorts entering the system. We can see from the primary school rolls that the situation will not ease during the next decade and therefore a permanent solution is required.

A new secondary school has been agreed via a S106 at Chilmington Green. This is planned to open in 2022-23, initially at 4FE, growing to 8FE, and will provide the permanent non-selective places needed to mitigate this significant development. The support of existing schools will be required to provide temporary Year 7 places until the new school at Chilmington Green is delivered.

#### Ashford South and Cranbrook Non-Selective Planning Group

There are two schools in the Ashford South and Cranbrook planning group: High Weald Academy and Homewood School. We are forecasting sufficient Year 7 and Years 7-11 places throughout the Plan period.

#### Ashford Selective Planning Group

There are two selective schools in the district: Highworth Grammar School and The Norton Knatchbull Grammar School. Up to 3FE of Year 7 selective provision is



required by the end of the Plan period to meet the need of both the current population and those relocating to new homes. Both schools have been able to accept over their Published Admissions Number (PAN) in previous years due to lower secondary rolls. As secondary rolls rise, both schools will need new accommodation to ensure sufficient selective provision is available. Developer contributions have been and will continue to be sought to provide additional facilities for both Schools. The Governing Body at Highworth Grammar School have consulted on a formal increase in PAN by 1FE from September 2019. The School have submitted a bid via the Selective Schools Expansion Fund to support this.

### Planned Commissioning - Ashford

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023 and 2027	Between 2027 and 2030
Ashford East		1FE Finberry PS				
Ashford North			1FE (of 2FE) New provision at Greater Burton		2 <sup>nd</sup> FE of New provision at Greater Burton	
Charing					0.3FE Charing CEPS	
Hamstreet and Woodchurch				1FE (of 2FE) New provision at Court Lodge		2 <sup>nd</sup> FE of New provision at Court Lodge
Ashford South			1FE expansion of Chilmington Green			2 FE of new provision at Chilmington Green
Ashford North Non-Selective	Up to 60 Year 7 places	Up to 90 Year 7 places	Up to 60 Year 7 places	4FE of 8FE New provision at Chilmington Green	2FE Expansion of Chilmington Green	2FE Expansion of Chilmington Green
Ashford Selective	Up to 60 Year 7 selective places	1 FE Expansion of Highworth Grammar School  Up to 30 Year 7 boys selective places	2FE Expansion Norton Knatchbull Grammar School			
Special Schools	12 place Satellite of Wyvern School at Great Chart PS (ASD)					
Specialist Resourced Provisions	14 place primary SRP for pupils	14 place primary SRP for ASD at				



Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023 and 2027	Between 2027 and 2030
	with SLCN at John Wesley CE Methodist PS	Chilmington Green PS				

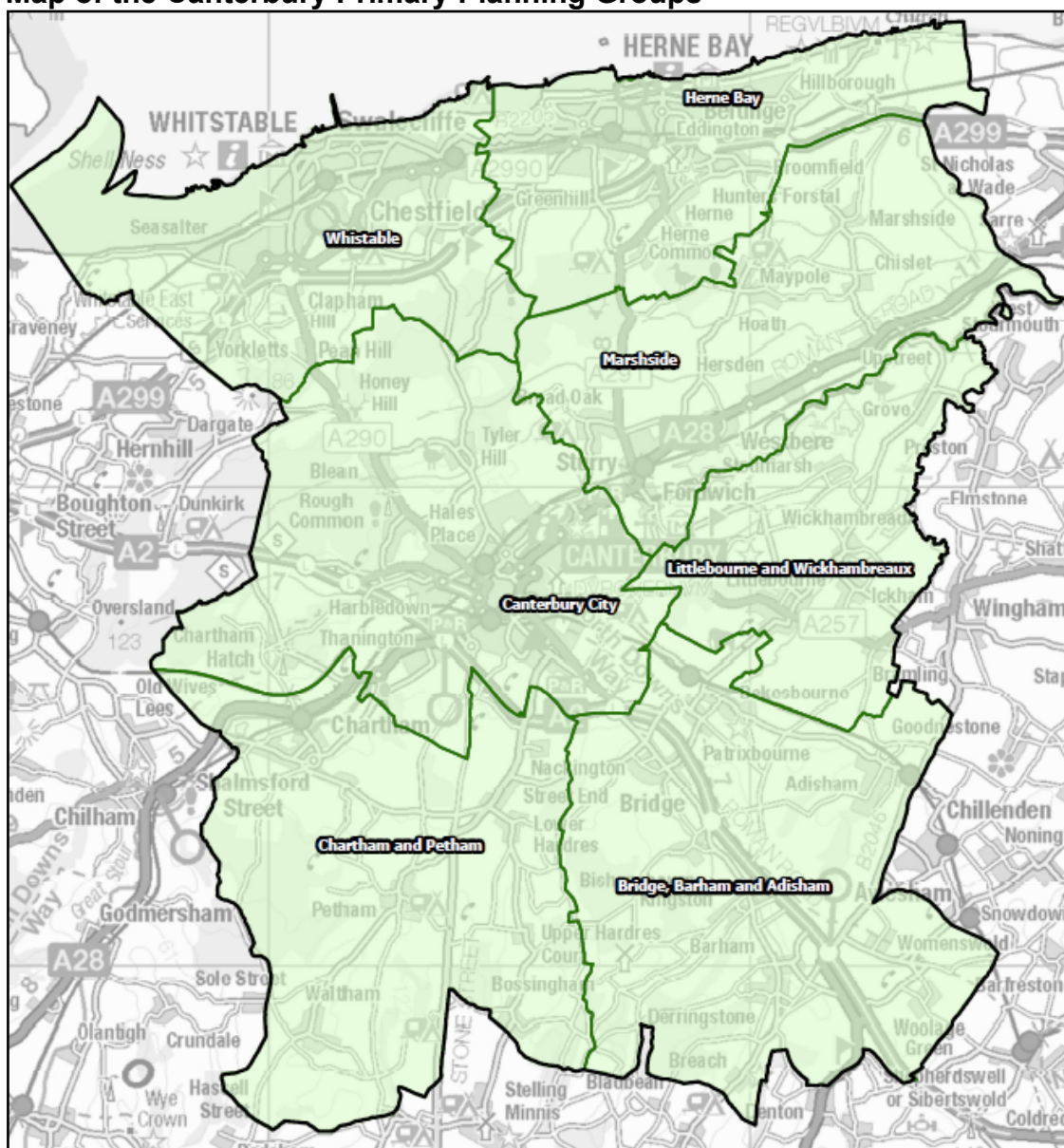


## 12.4 Canterbury

### District commentary

- The Canterbury District birth rate differs to Kent and the national picture as it is lower overall reflecting the large student population. The number of recorded births continues to fluctuate with a small increase in 2017 of 54 from 1,388 to 1,442. However, the birth rate has continually declined from 2008 from 45.6 births per 1000 women to 39.6 per 1000 in 2017 and is now at its lowest for 25 years.
- Canterbury City Council's Local Plan, adopted on 13 July 2017, proposes a total of 16,000 new homes over the Plan period up to 2031. Canterbury City Council has determined that this equates to an annual requirement of 925 dwellings per annum. During the 5-year period 2012-2017 a total of 1,964 houses were completed with an average of 393 per year.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 10.0% for 2019-20 in respect of Year R places, reducing to a deficit of -0.7% in 2022-23. For Years R-6 the surplus would be 5.0% for 2019-20 reducing to a deficit of -1.3% in 2022-23.
  - For secondary education the deficit would be -1.4% for 2019-20 in respect of Year 7 places, reducing to a deficit of -19.5% in 2024-25. For Years 7-11 the deficit would be -2.8% for 2019-20 increasing to a deficit of -19.1% in 2024-25.

## Map of the Canterbury Primary Planning Groups



## Canterbury Primary Schools by Planning Group

Planning Group	School	Status
Canterbury City	Blean Primary School	Community
	Canterbury Primary School	Academy
	Parkside Community Primary School	Community
	Pilgrims' Way Primary School	Academy
	St. John's CE Primary School (Canterbury)	Voluntary Controlled
	St. Peter's Methodist Primary School (Canterbury)	Voluntary Controlled
	St. Stephen's Infant School	Community
	St. Stephen's Junior School	Academy
	St. Thomas' RC Primary School (Canterbury)	Voluntary Aided
Marshside	Wincheap Foundation Primary School	Foundation
	Chislet CE Primary School	Voluntary Controlled

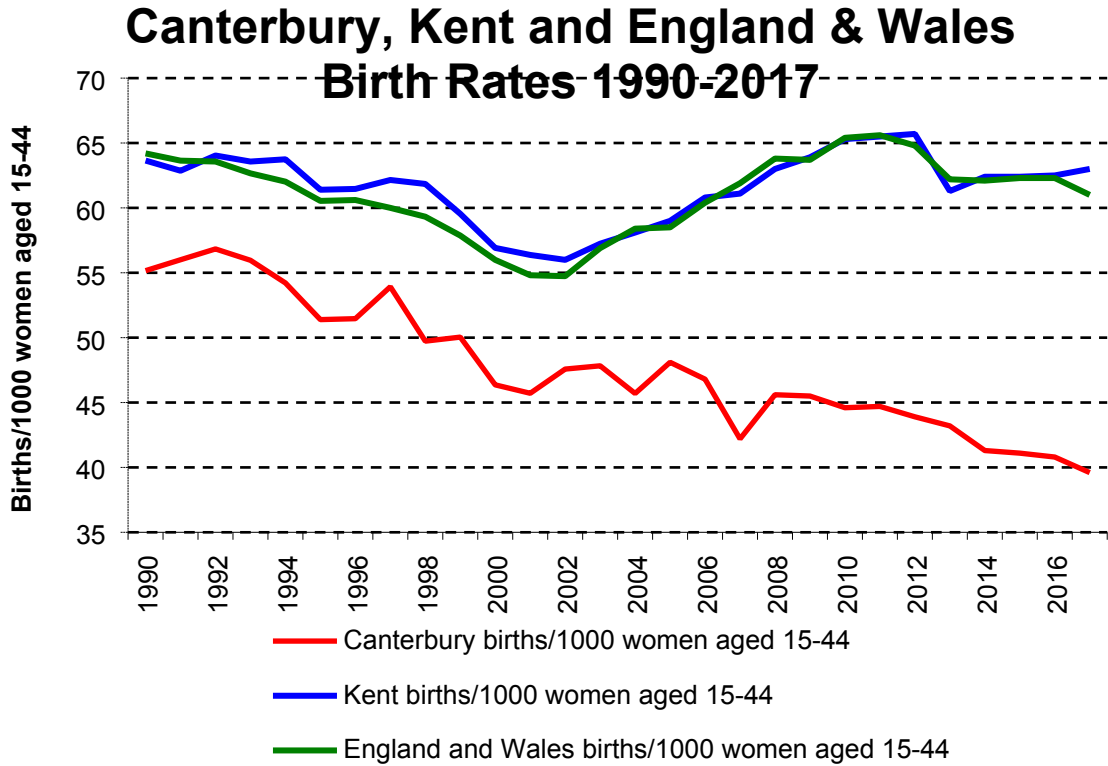


Planning Group	School	Status
	Hersden Village Primary School	Academy
	Hoath Primary School	Community
	Sturry CE Primary School	Academy
Bridge, Barham and Adisham	Adisham CE Primary School	Academy
	Barham CE Primary School	Voluntary Controlled
	Bridge and Patixbourne CE Primary School	Voluntary Controlled
Littlebourne and Wickhambreaux	Littlebourne CE Primary School	Voluntary Controlled
	Wickhambreaux CE Primary School	Voluntary Controlled
Chartham and Petham	Chartham Primary School	Community
	Petham Primary School	Academy
Whitstable	Joy Lane Primary School	Foundation
	St. Alphege CE Infant School	Voluntary Controlled
	St. Mary's RC Primary School (Whitstable)	Academy
	Swalecliffe Community Primary School	Foundation
	Westmeads Community Infant School	Community
	Whitstable & Seasalter Endowed CE Junior School	Voluntary Aided
	Whitstable Junior School	Foundation
Herne Bay	Briary Primary School	Foundation
	Hampton Primary School	Academy
	Herne Bay Infant School	Community
	Herne Bay Junior School	Foundation
	Herne CE Infant School	Voluntary Controlled
	Herne CE Junior School	Voluntary Aided
	Reculver CE Primary School	Academy

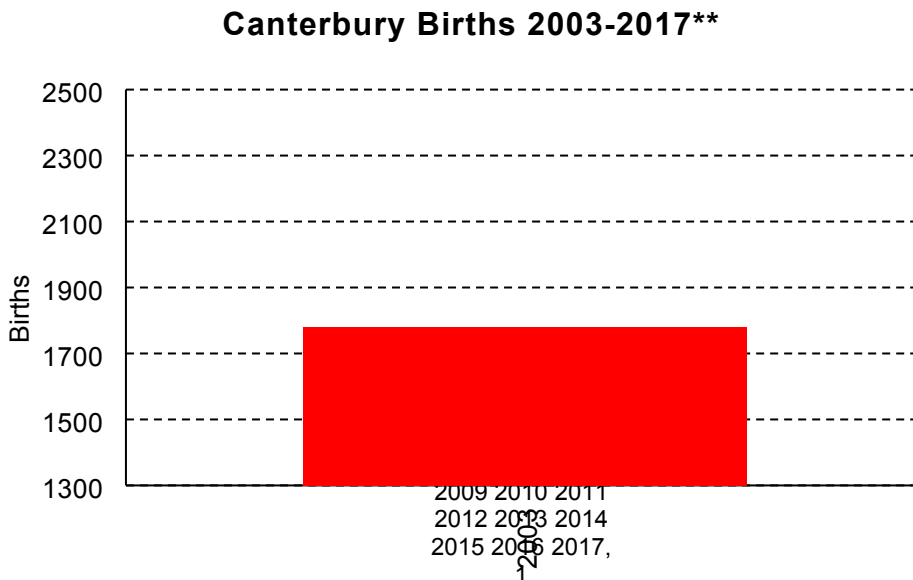


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data





## Canterbury Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Canterbury City	475	67	73	39	37	-23	-41	465
Marshside	104	2	7	2	0	-19	-24	104
Bridge, Barham and Adisham	110	11	14	7	10	10	4	110
Littlebourne and Wickhambreaux	35	5	-3	0	-2	-2	-3	30
Chartham and Petham	80	14	23	23	24	17	18	84
Whitstable	360	36	48	62	49	56	44	360
Herne Bay	435	55	52	26	35	-2	-9	435
<b>Canterbury</b>	<b>1,599</b>	<b>190</b>	<b>215</b>	<b>158</b>	<b>152</b>	<b>37</b>	<b>-12</b>	<b>1,588</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Canterbury City	3,218	244	209	168	69	-63	-187	3,320
Marshside	689	18	20	-7	-50	-105	-157	729
Bridge, Barham and Adisham	762	46	46	35	19	9	-3	770
Littlebourne and Wickhambreaux	222	9	10	1	-13	-24	-27	217
Chartham and Petham	482	31	53	73	93	104	114	580
Whitstable	2,532	114	140	151	147	164	180	2,532
Herne Bay	3,125	209	194	138	91	7	-71	3,080
<b>Canterbury</b>	<b>11,030</b>	<b>671</b>	<b>673</b>	<b>559</b>	<b>356</b>	<b>91</b>	<b>-150</b>	<b>11,228</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 404 new homes were built in that year. This was 130 more than the previous year and in line with the 5-year average. However, this is below the average of 925 houses per year required to be built in the Local Plan.

Forecasts indicate that across Canterbury District there is a surplus capacity for both Year R and Years R-6 from 2019, gradually declining to a deficit of -1.3% for Years R-6 by 2022. An overall deficit of Year R places is also forecast from 2022 with individual pressures identified in planning groups: Littlebourne and Wickhambreaux for Year R from 2018 and for Canterbury City, Marshside and Herne Bay planning groups from 2021. Any sites requested for new primary schools will be brought

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forward later in the development build-out period to prevent over-capacity. Surplus capacity has been identified in both Chartham & Petham and Whitstable planning groups for the planning period.

### **Canterbury City Planning Group**

Pressure from new housing in Canterbury will need to be managed from 2021, if housing is delivered in line with the Local Plan, to ensure sufficient local places are available. This will include the expansion of Pilgrim's Way Primary School by 0.5FE for September 2020 to meet demand arising from housing on the former Howe Barracks site and will include the phased establishment of a new 2FE primary school in the planning group from 2022 or later in the development build-out period to prevent over-capacity.

### **Littlebourne & Wickhambreaux Planning Group**

The small deficit of places from 2020 in both Year R and Years R-6 will be managed through discussions with schools to seek arrangements to admit over PAN if no other places are available locally for families.

### **Marshside Planning Group**

Pressure from new housing in Sturry and Hersden will need to be managed from 2020 if housing is delivered in line with the Local Plan. To mitigate the need for places we plan to expand Hersden Primary School by 0.5FE in 2020-21. Additional temporary Year R places may need to be commissioned in 2022-23. In the latter phases of the build-out period we will expand Hersden Primary School by a further form of entry or establish a new 2FE primary school in Sturry/Broad Oak.

### **Whitstable Planning Group**

Forecasts indicate up to 2FE surplus Year R places across the Plan period. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable. This could be through temporary reduction of PANs if agreed whilst at the same time addressing historic and inoperable Published Admission Numbers in the two Junior schools and matching their PANs to the two Whitstable Infant schools. Whitstable Juniors will be reducing their PAN from 75 to 60, whilst Whitstable & Seasalter Endowed will consult to increase their PAN from 48 to 60.

### **Herne Bay Planning Group**

Herne Bay Planning Group is indicating surplus capacity of 1FE (8%) Year R places in 2019 which reduces to a deficit of -2% by 2022. If new housing developments are delivered in line with the Local Plan, additional capacity will have to be provided. This could include a 1FE expansion of Briary Primary School or the establishment of a new primary school related to one of the strategic housing developments in the latter phases of the development build-out to prevent over capacity.

### **Canterbury Analysis – Secondary**

There are three planning groups which are within Canterbury District or which cross the Borough boundary (See appendix 14.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Canterbury City and Canterbury Coastal), one selective. The commentary below outlines the forecast position for each of the planning groups.



## Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Canterbury City Non-Selective	550	7	-49	-81	-119	-135	-191	-201	-198	530
Canterbury Coastal Non-Selective	625	105	117	74	28	36	-1	-16	23	618
Canterbury and Faversham Selective	580	-15	-35	-37	-63	-72	-115	-133	-111	575

## Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Canterbury City Non-Selective	2,670	-36	-86	-198	-394	-550	-768	-911	-1,017	2,650
Canterbury Coastal Non-Selective	3,021	450	490	466	354	252	133	6	-36	3,090
Canterbury and Faversham Selective	2,853	-105	-125	-179	-296	-385	-506	-594	-654	2,875

### Canterbury City Non-Selective Planning Group

There are three schools in the Canterbury City non-selective planning group: Archbishop's School, Canterbury Academy and St Anselm's Catholic School.

It is forecast that 81 additional Year 7 places will be needed from 2019 rising to 201 in 2023, if new housing is delivered in line with the Local Plan expectations.

Pressures across all year groups (7-11) in this planning group are predominantly being driven by larger Year 7 cohorts entering secondary schools from primary.

Approval has been given by the DfE for Barton Court Academy Trust to open a new 5FE secondary school on the former Chaucer Technology School site. This is planned to open for Year 7 from September 2021. The support of existing schools will be required to provide temporary Year 7 places for 2019 and 2020 until the new school is delivered.

### Canterbury Coastal Non-Selective Planning Group

There are three schools in the Canterbury Coastal non-selective planning group: The Whitstable School, Herne Bay High School and Spires Academy (which serves both the Coast, Canterbury City, and rural areas).

The forecast shows surplus capacity for Year 7 places until 2022 which will support the pressure within the Canterbury City planning group prior to the new school



opening. We will explore the expansion of Herne Bay High by 1FE from 2023 to support the predicted need and to mitigate the reducing trend of students travelling from the coast to schools in Canterbury City as those schools fill with more local children.

### Canterbury and Faversham Selective Planning Group

There are four schools in the Canterbury and Faversham selective planning group: Barton Court Grammar School, Simon Langton Girl's Grammar School, Simon Langton Grammar School for Boys and Queen Elizabeth's Grammar School.

If new housing is delivered in line with the Local Plan it is forecast that there will be a gradual increase in the need for Year 7 places across the Plan period, increasing from 37 in 2019 to 133 by 2023.

The preferred option for meeting the projected need for grammar places in Canterbury and Faversham is to establish a 5FE satellite grammar provision on the coast. This is dependent on a successful application to the Selective Schools Expansion Fund. A satellite on the coast would also have the potential to be expanded to accommodate the additional identified grammar need in Thanet. If the preferred option of a grammar satellite on the coast is not achievable in the timeframe required, discussions will be had with the grammar schools in the planning group to establish if we are able to expand existing provisions to meet the need.

### Planned Commissioning - Canterbury

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Canterbury City		0.5FE expansion of Pilgrim's Way PS		1FE (of 2FE) new provision		
Marshside		0.5FE expansion of Hersden PS		30 Year R places	1FE of new provision in Sturry/Broad Oak <b>OR</b> 1FE expansion of Hersden PS	2 <sup>nd</sup> 1FE of new provision in Sturry/ Broad Oak.
Herne Bay					1FE expansion of Briary PS	2FE new provision in Herne Bay
Canterbury City Non-Selective	Up to 30 Year 7 places	Up to 60 Year 7 places	5FE new Free School in Canterbury			
Canterbury Coastal Non-Selective					1FE expansion of Herne Bay High School	
Canterbury and Faversham Selective	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 90 Year 7 places	Up to 5FE Satellite on Coast or expansion of existing schools		



Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Special Schools	Two 15 place satellites of St Nicholas School at The Canterbury PS and Spires (secondary) Academy					
Specialist Resourced Provisions	16 place ASD at St Anselms secondary school  Up to 30 place secondary SRP for ASD at Canterbury Academy					



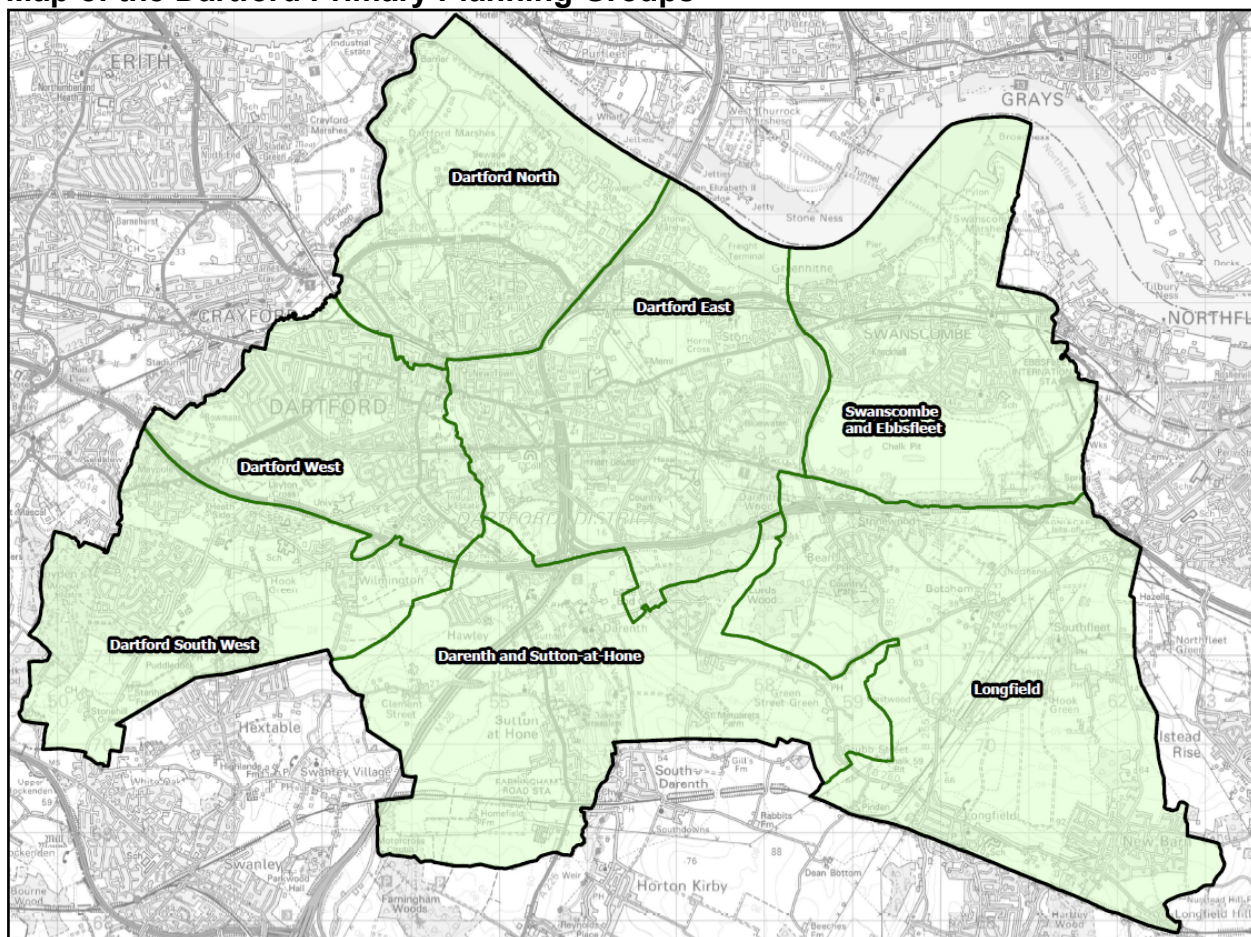
### **Borough commentary**

- The Dartford birth rate remains significantly higher than the Kent average, being consistently 7-10 points higher every year since 2012. The birth rate peaked in 2012 before falling, mirroring the Kent and national trends. However, 2017 shows a significantly sharper increase than seen on average in Kent and has neared the 2012 rate. The number of births has increased significantly from 2017.
- Dartford Borough Council and the Ebbsfleet Development Corporation estimated that between 2011 to 2026, approximately 17,300 new homes will be built. More recently, the Ebbsfleet Development Corporation has said that 15,000 new homes will be built in their area of responsibility alone.
- The forecast figures show the demand for places if the numbers of new houses are delivered in line with the Core Strategy 2006-26, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 3.7% for 2019-20 in respect of Year R places, reducing to a deficit of -11.9% in 2022-23. For Years R-6 the deficit would be -1.2% for 2019-20 increasing to a deficit of -11.1% in 2022-23.
  - For secondary education the deficit would be -6.1% for 2019-20 in respect of Year 7 places, increasing to a deficit of -27.1% in 2024-25. For Years 7-11 the surplus would be 1.9% for 2019-20 reducing to a deficit of -26.2% in 2024-25.





## Map of the Dartford Primary Planning Groups



## Dartford Primary Schools by Planning Group

	School	Status
Dartford North	Dartford Bridge Community Primary School	Community
	Holy Trinity CE Primary School (Dartford)	Voluntary Aided
	St. Anselm's RC Primary School	Voluntary Aided
	Temple Hill Primary Academy	Academy
Dartford West	Oakfield Primary Academy	Academy
	Our Lady's RC Primary School	Voluntary Aided
	Wentworth Primary School	Academy
	West Hill Primary Academy	Academy
	Westgate Primary School	Academy
Dartford East	Brent Primary School	Academy
	Dartford Primary Academy	Academy
	Fleetdown Primary School	Community
	Gateway Primary Academy	Academy
	Stone St. Mary's CE Primary School	Academy
Dartford South West	Joyden's Wood Infant School	Academy
	Joyden's Wood Junior School	Academy
	Maypole Primary School	Community
	Wilmington Primary School	Academy
Darenth and Sutton-at-Hone	Darenth Community Primary School	Community
	Sutton-at-Hone CE Primary School	Academy

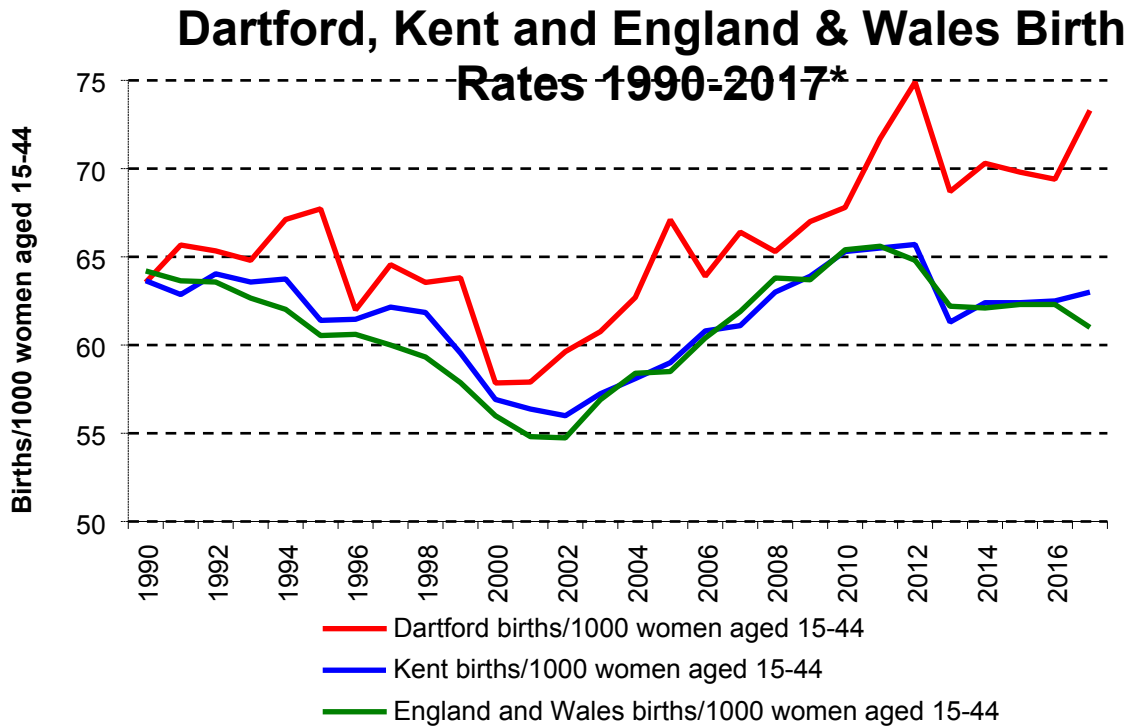


	School	Status
Swanscombe and Ebbsfleet	Cherry Orchard Academy	Free
	Craylands School	Community
	Knockhall Community Primary School	Academy
	Manor Community Primary School	Academy
Longfield	Bean Primary School	Community
	Langafel CE Primary School	Voluntary Controlled
	Sedley's CE Primary School	Voluntary Aided

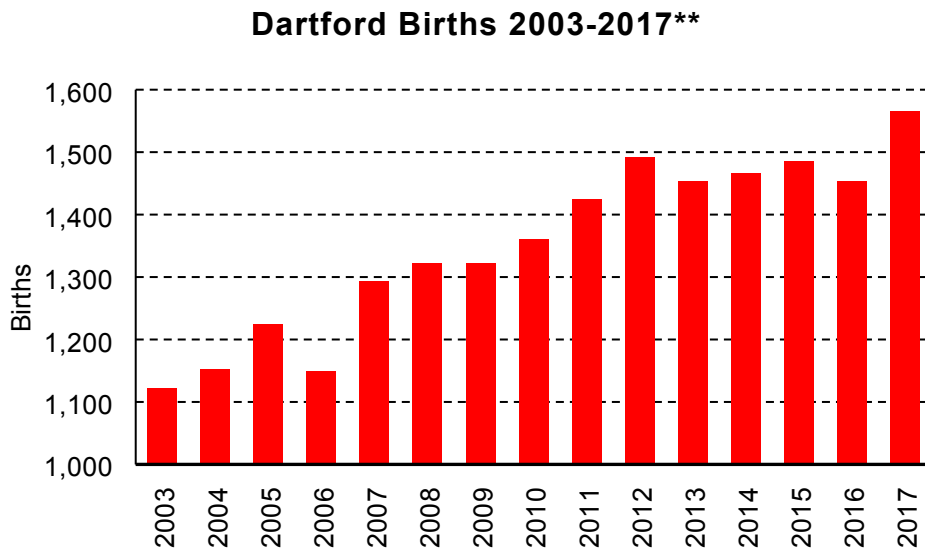


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data





## Dartford Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Dartford North	270	13	5	-44	-68	-99	-83	270
Dartford West	312	5	32	19	14	-4	-16	312
Dartford East	390	16	11	20	-4	-54	-53	390
Dartford South West	180	28	33	20	10	7	10	180
Darenth and Sutton-at-Hone	90	9	14	12	11	-6	3	90
Swanscombe and Ebbsfleet	270	37	63	33	1	-28	-52	300
Longfield	90	-1	12	1	0	-1	-4	90
<b>Dartford</b>	<b>1,602</b>	<b>107</b>	<b>169</b>	<b>61</b>	<b>-37</b>	<b>-185</b>	<b>-195</b>	<b>1,632</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Dartford North	1,680	-18	-109	-209	-362	-510	-622	1,890
Dartford West	2,104	-47	-25	-15	-43	-83	-121	2,184
Dartford East	2,490	3	-38	-49	-96	-188	-281	2,730
Dartford South West	1,220	25	54	68	71	68	72	1,260
Darenth and Sutton-at-Hone	615	23	36	42	44	36	31	630
Swanscombe and Ebbsfleet	1,530	78	92	46	-62	-172	-303	2,040
Longfield	630	-2	-2	-12	-17	-22	-35	630
<b>Dartford</b>	<b>10,269</b>	<b>62</b>	<b>7</b>	<b>-130</b>	<b>-465</b>	<b>-873</b>	<b>-1,258</b>	<b>11,364</b>

The forecasts above account for all expected pupils including those from planned housing in the Borough. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 1,162 new homes were built in that year. This was 200 more than the previous year and 400 more than the 5-year average.

The provision of new schools is being factored into the planning for the Borough, with several schools and sites being requested or secured via developer contributions.

Forecasts indicate that Year R rolls will continue to rise across the Plan period, although the forecast suggests that the number will stabilise for the September 2023 intake. The forecast numbers for Years R-6 total roll show a sustained and



challenging annual increase of around 300 additional children across all year groups.

These increases will require us adopting a slightly different commissioning model for Dartford. In the past, we have tended to expand a school incrementally, building capacity from Year R over a period of seven years. The higher numbers of Years R-6 places required will necessitate new capacity being commissioned across several or all year groups from opening.

### **Dartford North Planning Group**

Much of this demand is driven by the new housing on the Dartford Northern Gateway. A smaller part of this demand is being created as the Bridge Development nears its later building phases.

A new 2FE primary school on the Dartford Northern gateway (to be named the River Mill Primary School) will accommodate much of this demand during the KCP period. Further demand will be accommodated through a 1FE expansion at another primary school for 2020.

### **Dartford West Planning Group**

There is a deficit of total primary places throughout the forecast period. This can be managed until 2020-21 at which point a 0.5FE expansion at one of the schools in the planning group will be required.

### **Dartford East Planning Group**

Year R demand from this planning area is manageable within existing capacity until 2021-22 at which point a new 2FE school will be required at St James Lane. The new school will provide provision across the primary age range from opening to ensure sufficient places in the planning group for all year groups.

### **Swanscombe and Ebbsfleet Planning Group**

This planning area is significantly impacted by the Ebbsfleet Valley housing development area. The recent opening of Cherry Orchard Primary Academy will provide sufficient Years R-6 places until 2021-22 at which point additional capacity will be required. This will be secured through the establishment of a new primary school on the Ebbsfleet Green development in 2020-21. As the development progresses, by September 2022, a further new school will be required at Alkerden. In the longer term, two further new schools will be required (Western Cross and Station Quarter) in addition to the expansion of the schools at Ebbsfleet Green and Alkerden. This will be 8FE of provision in total.

### **Longfield Planning Group**

There is small but consistent deficit for Longfield across Year R and Years R-6. It is expected that this will be managed through a small expansion of 0.5FE of an existing school from 2020.

### **Dartford Analysis Secondary**

There are three planning groups which are within Dartford Borough or which cross the Borough boundary (See appendix 14.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Dartford and



Swanley and Gravesham and Longfield), one selective. The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Dartford and Swanley Non-Selective	1,074	135	55	-39	-115	-165	-237	-300	-276	1,015
Gravesham and Longfield Non-Selective	1,321	113	26	-74	-104	-175	-182	-316	-269	1,234
North West Kent Selective	660	-2	-27	-50	-83	-106	-126	-158	-145	660

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Dartford and Swanley Non-Selective	4,852	708	510	280	-67	-441	-796	-1,125	-1,353	5,135
Gravesham and Longfield Non-Selective	6,078	486	355	105	-141	-427	-724	-1,071	-1,270	6,170
North West Kent Selective	3,120	6	-43	-84	-239	-405	-527	-656	-744	3,300

#### Dartford and Swanley Non-Selective Planning Group

There are six schools in the Dartford & Swanley non-selective planning group: Orchards Academy, Wilmington Academy, Dartford Science and Technology College, Inspiration Academy, Longfield Academy and Leigh Academy.

We forecast a deficit for Year 7 in the Dartford and Swanley non-selective planning group from 2019-20 of 1-2FE. This deficit is forecast to increase year on year peaking at 10FE in 2023-24 before reducing slightly in 2024-25.

Places in Years 7-11 are manageable until 2020, where a deficit must be met. This deficit increases very significantly, year on year.

#### Gravesham and Longfield Non-Selective Planning Group

There are seven schools in the Gravesham and Longfield non-selective planning group: Longfield Academy, Meopham School, Northfleet Technology College, Northfleet School for Girls, Thamesview School, Saint George's CE School and Saint John's Catholic Comprehensive School.



There is a deficit for Year 7 in the Gravesham and Longfield non-selective planning group in 2020-21 of 3-4FE. This is forecast to increase to a need for 10-11FE of Year 7 provision by 2023-24.

We forecast a deficit of Years 7-11 places from 2020-21. This increases to the equivalent of an 8-9FE secondary school by 2024-25.

### North West Kent Selective Planning Group

There are four schools in the North West Kent selective planning group: Wilmington Grammar School for Girls, Wilmington Grammar School for Boys Dartford Grammar School and Dartford Grammar School for Girls.

There is a current deficit of Year 7 places in the North West Kent selective planning group. This deficit is forecast to increase year on year requiring up to 5-6FE of need in 2023-24.

Current regulations prohibit new grammar schools or selective academies to be established. The solution to managing this deficit is to enlarge a local boys grammar school and a local girls grammar school onto an annexe or satellite site, situated close to the demand arising from in Dartford, Swanley and northern Sevenoaks.

There is a current deficit for Years 7-11 places in the North West Kent selective planning group. This deficit is forecast to increase year on year.

### Planned Commissioning - Dartford

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Dartford North	2FE new provision at River Mill PS	1FE expansion				
Dartford West		0.5FE				
Dartford East			2FE new provision at St James Lane			
Ebbsfleet / Swanscombe		1FE new provision at Ebbsfleet Green		1FE new provision at Alkerden	1FE expansion At Ebbsfleet Green 1FE expansion at Alkerden 1FE new provision at Western Cross 1FE Station Quarter	1FE expansion at Western Cross 1FE new provision at Station Quarter



Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Longfield Planning Group		0.5FE				
Dartford and Swanley Non-Selective	4FE at Stone Lodge		4FE at Alkerden	2FE at Stone Lodge	6FE at Stone Lodge and Alkerden	4FE at Ebbsfleet Central
Gravesham and Longfield Non-Selective	3FE expansion	1FE expansion	2FE expansion		4FE	
North West Kent Selective			Up to 6FE expansion			
Special Schools			210 place PSCN special school			
Specialist Resourced Provisions		15 place secondary SRP for ASD	25 place secondary SRP for ASD			



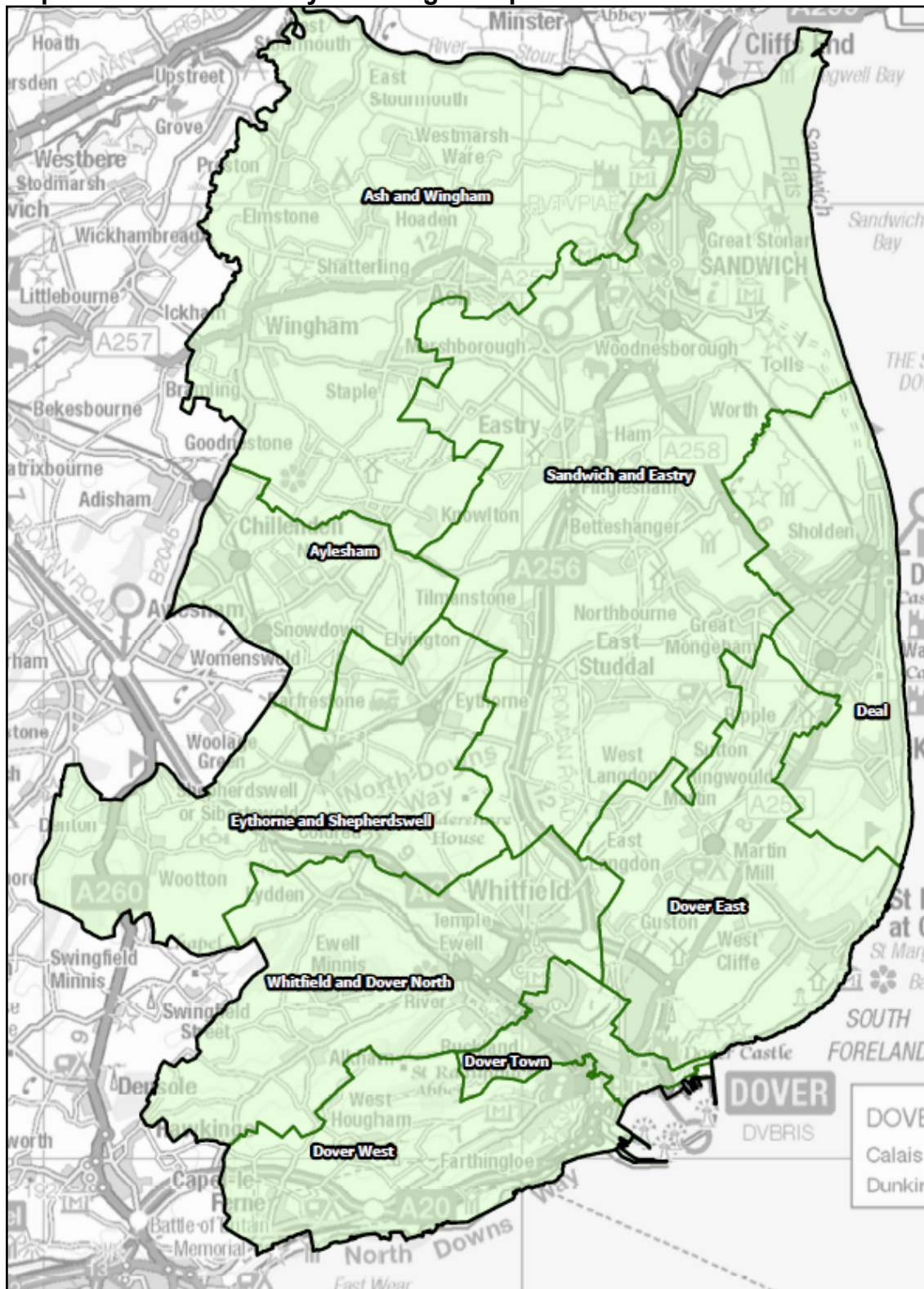
### **District commentary**

- The birth rate in Dover District has dropped 3 points in the last year and is two points below the County average. The number of recorded births in the district has continued to fall from the peak in 2012.
- Dover District Council Core Strategy (adopted in 2010) sets a target that a 'minimum of 10,100 new homes should be completed by 2026', an average of 631 new homes per year. Between 2010-11 and 2016-17 2,366 homes were completed at an average of 338 per year, 300 lower than that required.
- The forecast figures present the demand for places if new housing is delivered in line with the local planned expectations.
  - For primary education the surplus would be 10.9% for 2019-20 in respect of Year R places, reducing to a surplus of 8.0% in 2022-23. For Years R-6 the surplus would be 6.3% for 2019-20 reducing to a surplus of 4.0% in 2022-23.
  - For secondary education the surplus would be 7.9% for 2019-20 in respect of Year 7 places, reducing to a deficit of -11.0% in 2024-25. For Years 7-11 the surplus would be 11.2% for 2019-20 reducing to a deficit of -10.2% in 2024-25.





# Map of the Dover Primary Planning Groups



## Dover Primary Schools by Planning Group

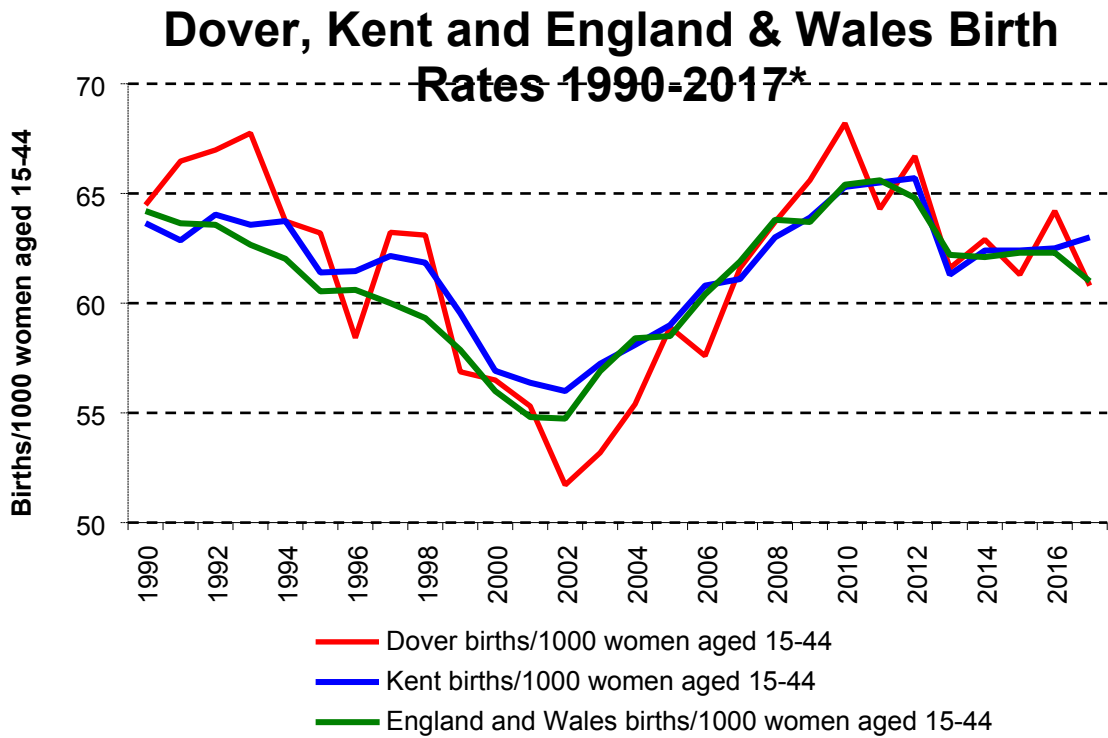
Planning Group	School	Status
Dover Town	Barton Junior School	Academy
	Charlton CE Primary School	Academy
	Green Park Community Primary School	Community
	Shatterlocks Infant School	Academy
	St. Mary's CE Primary School (Dover)	Voluntary Aided
	St. Richard's RC Primary School	Academy
	White Cliffs Primary College for the Arts	Academy
Whitfield and Dover North	Lydden Primary School	Community
	River Primary School	Community
	Temple Ewell CE Primary School	Academy
	Whitfield Aspen School	Community
Dover West	Aycliffe Community Primary School	Community
	Capel-le-Ferne Primary School	Community
	Priory Fields School	Academy
	St. Martin's School (Dover)	Academy
	Vale View Primary School	Academy
Dover East	Guston CE Primary School	Voluntary Controlled
	Langdon Primary School	Community
	St. Margaret's-at-Cliffe Primary School	Community
Deal	Deal Parochial CE Primary School	Voluntary Aided
	Downs CE Primary School	Voluntary Controlled
	Hornbeam Primary School	Community
	Kingsdown & Ringwoud CE Primary School	Voluntary Controlled
	Sandown School	Community
	Sholden CE Primary School	Voluntary Aided
	St. Mary's RC Primary School (Deal)	Academy
	Warden House Primary School	Academy
Sandwich and Eastry	Eastry CE Primary School	Voluntary Controlled
	Northbourne CE Primary School	Voluntary Controlled
	Sandwich Infant School	Community
	Sandwich Junior School	Community
	Worth Primary School	Community
Ash and Wingham	Ash Cartwright & Kelsey CE Primary School	Voluntary Aided
	Goodnestone CE Primary School	Voluntary Controlled
	Preston Primary School	Community
	Wingham Primary School	Community
Aylesham	Aylesham Primary School	Community
	Nonington CE Primary School	Voluntary Controlled
	St. Joseph's RC Primary School (Aylesham)	Academy
Eythorne and Shepherdswell	Eythorne Elvington Community Primary School	Community
	Sibertswold CE Primary School	Voluntary Controlled



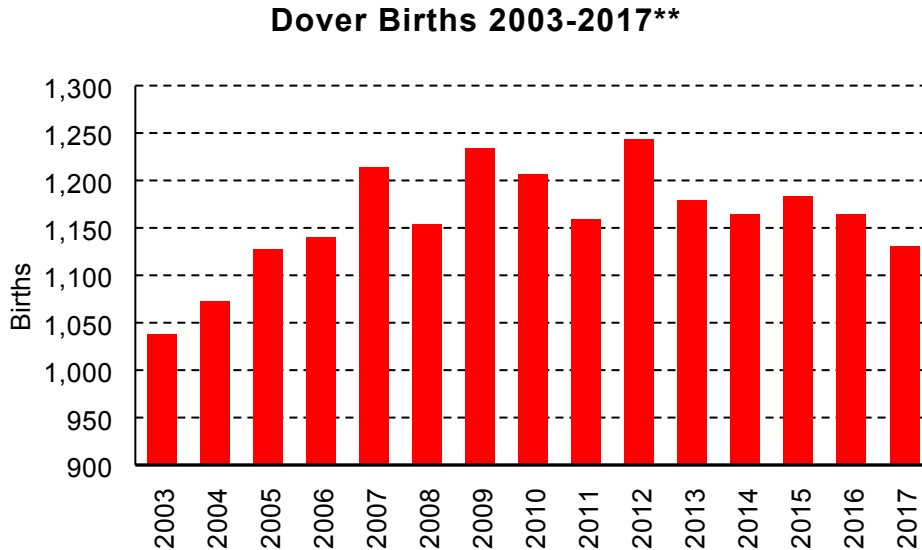


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Dover District Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Dover Town	270	32	34	45	28	38	25	270
Whitfield and Dover North	182	19	30	19	14	17	8	182
Dover West	170	10	14	-1	17	2	-1	170
Dover East	67	5	26	17	13	16	16	67
Deal	345	19	11	-3	59	51	38	345
Sandwich and Eastry	116	5	37	30	18	-8	-10	116
Ash and Wingham	90	23	20	23	21	19	13	90
Aylesham	87	25	23	17	4	23	18	87
Eythorne and Shepherdswell	50	10	-4	1	9	7	4	50
<b>Dover</b>	<b>1,377</b>	<b>148</b>	<b>191</b>	<b>147</b>	<b>183</b>	<b>165</b>	<b>110</b>	<b>1,377</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Dover Town	1,770	155	149	150	147	165	153	1,890
Whitfield and Dover North	1,124	-14	7	8	11	6	15	1,275
Dover West	1,220	63	46	27	27	-5	-11	1,190
Dover East	457	37	55	55	58	66	71	472
Deal	2,295	88	72	13	27	39	60	2,355
Sandwich and Eastry	828	61	86	85	67	-7	-45	828
Ash and Wingham	630	88	86	93	103	85	70	630
Aylesham	609	215	180	144	102	87	64	609
Eythorne and Shepherdswell	350	39	21	17	19	11	6	350
<b>Dover</b>	<b>9,283</b>	<b>732</b>	<b>701</b>	<b>593</b>	<b>560</b>	<b>447</b>	<b>383</b>	<b>9,599</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 412 units were completed in that year. This was 300 less than the number of units delivered in the previous year and only just above the 5-year average.

Forecasts indicate that both Year R and Years R-6 rolls will slowly rise across the Plan period. This will lead to fewer than 5% of places across Years R-6 being



surplus by 2021-22. For September 2018 there are sufficient Year R and Years R-6 places available across the district and this will continue to be the case across the Plan period.

### **Whitfield and Dover North Planning Group**

The pressure for places in Whitfield and Dover North planning group is predominately due to the forecast pupils from the Whitfield urban expansion where 5,750 new homes are planned over the next 20 years. To provide sufficient primary school places the equivalent of three 2FE primary schools are included within the Master Plan. The first of these is the 2FE expansion of Whitfield Aspen Primary School onto a satellite site. Whitfield Aspen School provides for both mainstream pupils and pupils with Profound and Complex Needs in a fully inclusive environment. The School formally expanded by 1FE (to 3FE in total) in 2016 prior to the opening of the satellite site which is expected during the 2018-19 academic year. The design allows for the swift addition of a further block of classrooms taking the school to 4FE when required. This is likely to be no earlier than 2023-24.

### **Dover West Planning Group**

The forecasts show pressures for both Year R places and across Years R-6 at different points in the Plan period. These pressures are due to the housing allocations at Dover Waterfront (300 units) and Westmount College (100 units). Should the housing come forward as planned temporary places may need to be added.

### **Sandwich and Eastry Planning Groups**

Consented and proposed developments in Sandwich and the neighbouring villages of Eastry and Ash together account for possibly over 1,100 new homes. Forecast suggest that 1FE of provision in Sandwich may be required from 2023-24.

### **Deal Planning Group**

The drop in both birth rate and the number of births in the district, in addition to delays to housing in the Deal planning group, has pushed back the need for expanding primary provision in the short term. The Headteachers and Governing Bodies within the planning group have decided to manage pressures by offering over PAN if needed. The planned expansion of Deal Parochial CEPS, which Members agreed to delay until the 2020-21 academic year, may be needed during the medium term.

### **Eythorne and Shepherdsweil Planning Group**

There is sufficient capacity in neighbouring planning groups to manage any short-term pressures in this planning group.

### **Dover Analysis Secondary**

There are three planning groups which are within Dover District (See appendix 14.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Dover North, Deal and Sandwich), one selective. The commentary below outlines the forecast position for each of the planning groups.



## Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Dover Non-Selective	490	100	84	58	-3	-24	-21	-88	-73	480
Deal and Sandwich Non-Selective	445	79	63	30	-32	-3	-40	-74	-88	435
Dover Selective	440	5	-12	19	17	14	10	16	12	440

## Year 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Dover Non-Selective	2,515	663	609	471	310	157	35	-154	-289	2,400
Deal and Sandwich Non-Selective	2,225	417	400	317	138	31	-92	-230	-352	2,175
Dover Selective	2,050	-13	-14	-21	-46	-62	-60	-39	-51	2,200

### Dover Non-Selective Planning Group

There are three Schools in the Dover non-selective planning group: Astor College of the Arts, Dover Christ Church Academy and St. Edmunds RC School. As secondary rolls rise the pressure for non-selective Year 7 places will be seen in this planning group from the 2020-21 academic year and throughout the rest of the Plan period. It is expected that additional non-selective Year 7 places will be needed, 1 class 2020-21 rising to 3 classes in 2023-24. Schools in the planning group can accommodate the forecast increase in pupils within existing accommodation.

### Deal and Sandwich Non-Selective Planning Group

There are two Schools in the Deal and Sandwich non-selective planning group: Goodwin Academy and Sandwich Technology College. As secondary rolls rise the pressure for non-selective Year 7 places will be seen in this planning group from the 2020-21 academic year and throughout the rest of the Plan period. It is expected that additional non-selective Year 7 places will be needed, 1 class 2020-21 rising to 3 classes in 2023-24 may be needed. Goodwin Academy (present PAN 180) could offer a further 30 Year 7 places as they have done for 2018. If all housing came forward a further 2 Year 7 classes may be required. Should this be the case, we will work with existing schools to manage the situation as rolls are forecast to fall in the medium to longer term and therefore temporary, rather than permanent solutions may be required.



## Dover Selective Planning Group

Selective provision is provided by three schools: Dover Boys Grammar, Dover Girls Grammar and Sir Roger Manwood's Grammar. In the past few years, due to the lower cohort numbers, up to 37% of Year 7 cohorts have been educated in selective provision. As secondary rolls rise this will naturally reduce towards the 25% County average.

We forecast sufficient Year 7 provision throughout the Plan period. Forecasts would suggest a deficit of places across Year 7-11 throughout the Plan period. In reality these pupils are already accommodated or will be within existing provision.

## Planned Commissioning - Dover

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	By 2023-24	Between 2024-2030
Whitfield and North Dover Primary					Expansion of Whitfield Aspen Satellite by 1FE	New 2FE primary school in Whitfield
Sandwich and Eastry Primary					1FE Sandwich planning group	
Deal Primary						1FE Expansion in Deal
Dover Non-Selective		Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 90 Year 7 places	Up to 90 Year 7 places
Deal and Sandwich Non-Selective		Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 90 Year 7 places	Up to 90 Year 7 places
Special Schools		30 KS1-2 places at The Elms School	New 168 place ASD or PSCN provision			



## 12.7 Folkestone and Hythe District

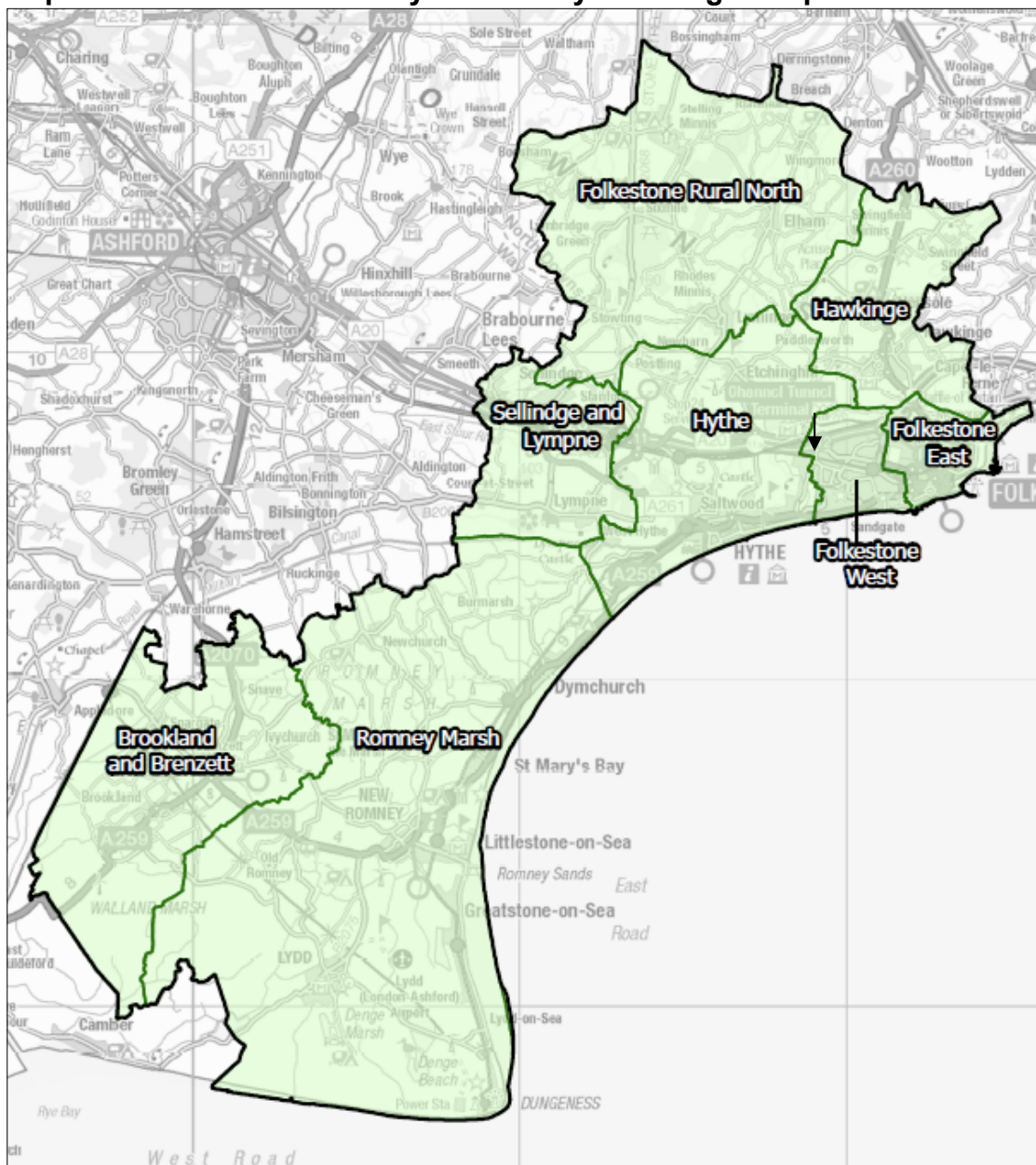
### District commentary

- The birth rate in Folkestone and Hythe is slightly higher than the previous year, it is 2 points below the County average and 7 points below the 2011 peak. The number of recorded births in the District also rose slightly in 2017 but is still over 100 births lower than the peak in 2011.
- Folkestone and Hythe District Council Core Strategy (2006-31) identified that 8,750 dwellings would be required by the end of the Core Strategy period, with approximately 3,400 of the dwellings being completed by 2020-21. The adopted Local Plan concentrates house building in the major sites in Folkestone and Hythe, with significant developments in New Romney and Sellindge. These will create localised pressures.
- The Core Strategy Review (Regulation 18 Consultation Draft) introduces the proposal to create a new Garden Town at 'Otterpool Park', in and around Westernhanger. It suggests a minimum of 5,500 homes by 2036-37, with future growth to 8,000-10,000 homes. This will require a number of new primary schools and a new secondary school.
- The strategic Housing Market Assessment concluded 633 new homes are required annually. Delivery against this would see an increase in the rate of house building in the district.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations.
  - For primary education the surplus would be 16.7% for 2019-20 in respect of Year R places, reducing to a surplus of 12.2% in 2022-23. For Years R-6 the surplus would be 6.3% for 2019-20 reducing to a surplus of 4.0% in 2022-23.
  - For secondary education the surplus would be 0.7% for 2019-20 in respect of Year 7 places, reducing to a deficit of -4.0% in 2024-25. For Years 7-11 the surplus would be 0.5% for 2019-20 reducing to a deficit of -6.6% in 2024-25.





## Map of the Folkestone and Hythe Primary Planning Groups



## Folkestone and Hythe Primary Schools by Planning Group

Planning Groups	School	Status
Folkestone East	Castle Hill Community Primary School	Community
	Christ Church CE Academy	Academy
	Folkestone Primary Academy	Academy
	Martello Primary School	Academy
	Mundella Primary School	Community
	St. Eanswythe's CE Primary School	Academy
	St. Mary's CE Primary Academy (Folkestone)	Academy
	St. Peter's CE Primary School (Folkestone)	Voluntary Controlled
Folkestone West	All Souls' CE Primary School	Voluntary Aided
	Cheriton Primary School	Foundation



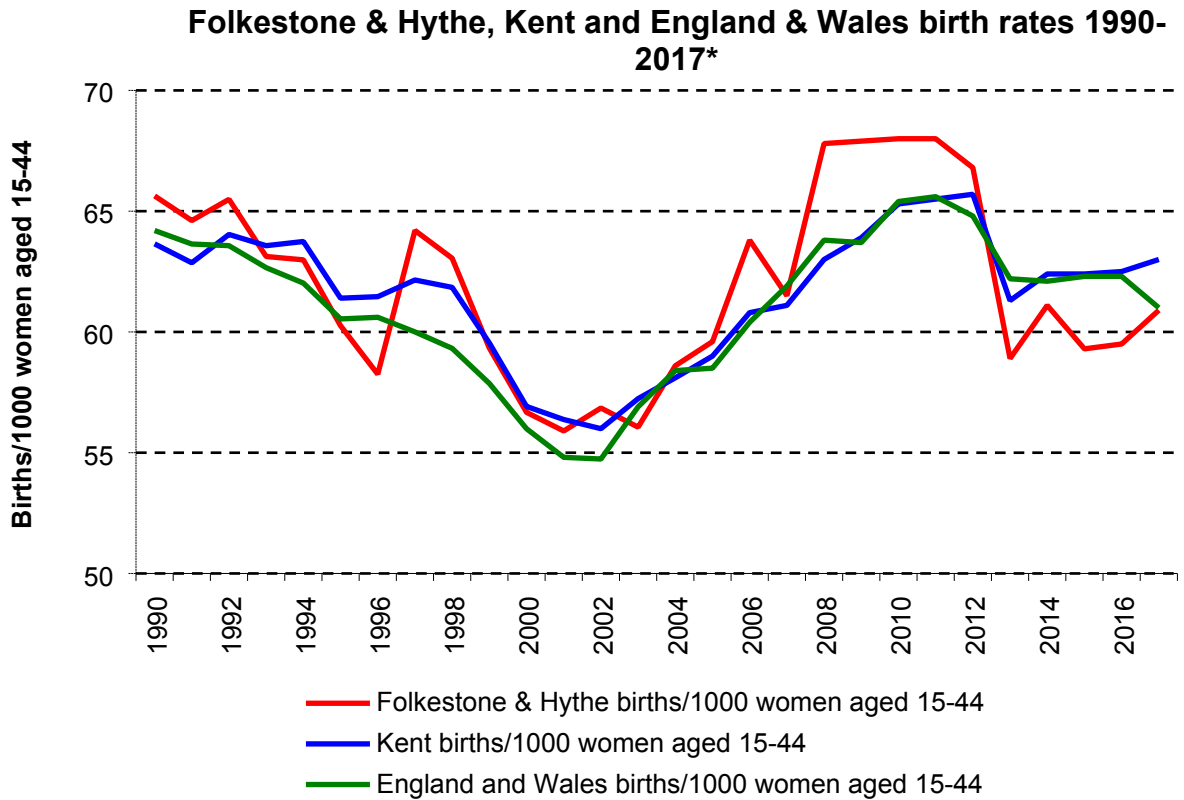
Planning Groups	School	Status
	Harcourt Primary School	Foundation
	Morehall Primary School	Academy
	Sandgate Primary School	Community
	St. Martin's CE Primary School (Folkestone)	Voluntary Controlled
Hawkinge	Churchill School (Hawkinge)	Foundation
	Hawkinge Primary School	Foundation
	Selsted CE Primary School	Voluntary Controlled
Folkestone Rural North	Bodsham CE Primary School	Voluntary Controlled
	Elham CE Primary School	Voluntary Aided
	Lyminge CE Primary School	Voluntary Controlled
	Stelling Minnis CE Primary School	Voluntary Controlled
	Stowting CE Primary School	Voluntary Controlled
Hythe	Hythe Bay CE Primary School	Voluntary Controlled
	Palmarsh Primary School	Community
	Saltwood CE Primary School	Voluntary Aided
	Seabrook CE Primary School	Voluntary Controlled
	St. Augustine's RC Primary School (Hythe)	Voluntary Aided
Sellindge and Lympe	Lympne CE Primary School	Voluntary Controlled
	Sellindge Primary School	Community
Romney Marsh	Dymchurch Primary School	Academy
	Greatstone Primary School	Foundation
	Lydd Primary School	Academy
	St. Nicholas CE Primary Academy	Academy
Brookland and Brenzett	Brenzett CE Primary School	Academy
	Brookland CE Primary School	Voluntary Controlled



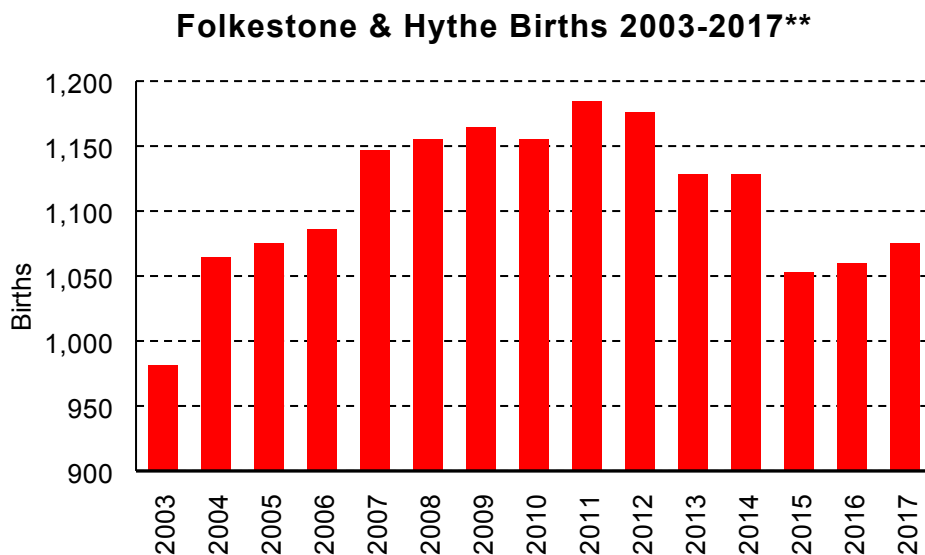


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Folkestone and Hythe District Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Folkestone East	373	10	12	36	23	20	14	373
Folkestone West	255	18	43	41	33	33	35	285
Hawkinge	135	19	11	21	4	16	11	135
Folkestone Rural North	95	13	19	7	14	19	14	93
Hythe	155	16	29	40	32	26	29	165
Sellindge and Lypne	45	5	-1	6	9	16	11	60
Romney Marsh	201	47	47	56	47	27	37	196
Brookland and Brenzett	35	14	16	15	12	12	13	35
<b>Folkestone &amp; Hythe</b>	<b>1,294</b>	<b>142</b>	<b>176</b>	<b>221</b>	<b>174</b>	<b>169</b>	<b>164</b>	<b>1,342</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Folkestone East	2,581	83	48	50	39	51	43	2,615
Folkestone West	1,843	113	90	82	89	94	105	1,935
Hawkinge	930	47	35	48	52	60	69	945
Folkestone Rural North	657	39	43	28	34	41	52	655
Hythe	1,065	1	16	50	79	96	110	1,135
Sellindge and Lypne	329	2	-2	-5	1	7	9	365
Romney Marsh	1,267	131	135	138	142	134	128	1,288
Brookland and Brenzett	245	75	78	77	79	80	83	245
<b>Folkestone &amp; Hythe</b>	<b>8,917</b>	<b>491</b>	<b>442</b>	<b>467</b>	<b>515</b>	<b>565</b>	<b>599</b>	<b>9,183</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 567 houses/flats were completed in that year. This was over 250 more than the number of units delivered in the previous year and the 5 year average. Housing not included in the Local Plan may create localised pressures on top of those seen in the forecasts above.

Forecasts indicate that both Year R and total primary school rolls will not increase significantly across the Plan period and surplus places across the district will sit above 5% throughout (with the exception of Years R-6 in 2018-19). However, localised pressures will lead to some planning groups having less than 5% surplus capacity.



### **Folkestone East and West Planning Groups**

Housing developments at Shorncliffe Heights (Folkestone West) and Folkestone Harbour (Folkestone East) will, over time, require the provision of a new 2FE primary school. Land has been provided by the developers on the Shorncliffe Heights site. Forecasts suggest that there will be sufficient Year R places (including a 5% surplus) within both planning groups throughout the Plan period. There will be a surplus of places across all year groups, but these are expected to be below 5% in Folkestone East throughout the Plan period and in Folkestone West between 2018-19 and 2021-22. The new school is expected to be required at some point after 2024-25.

### **Hythe Planning Group**

Palmarsh Primary School has increased its PAN to 1FE from September 2018 to meet the forecast demand arising from the 1,050 new houses in Martello Lakes. In the short term the School is able to accommodate the increase in PAN while awaiting planned building works. The additional places created are included in the forecast figures.

### **Sellindge and Lympe Planning Group**

The development of 250 homes in Sellindge is underway with the expansion of the village primary school planned for September 2020. The additional places created are included in the forecast figures. The deficit of places seen in Year R in 2018-19 and in Years R-6 in 2018-19 and 2019-20 can be managed within existing accommodation. Further housing development in the village may require the further expansion of the School, with additional land allocated to enable this.

### **Romney Marsh Planning Group**

The District's Core Strategy provides for up to 300 new homes in New Romney. Subject to these being delivered, small scale expansions of St Nicholas CEPS and Greatstone PS may be required.

### **Folkestone and Hythe Analysis - Secondary**

There are three planning groups within Folkestone and Hythe District (See appendix 14.2 for the non-selective and selective planning group maps). Two planning groups are non-selective (Folkestone and Hythe, Romney Marsh), one selective. The commentary below outlines the forecast position for each of the planning groups.

Forecasts are based on the travel to learn pattern for each school, migration into the schools and the numbers of pupils forecast from housing developments. The closure of Pent Valley Technology School to new pupils from September 2016 has disrupted the traditional travel to learn patterns. With the opening of The Turner Free School, Folkestone on the former Pent Valley site we would expect to see a further change in the travel to learn patterns, which will alter the school forecasts over the next few years.



## Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Folkestone and Hythe Non-Selective	598	52	15	7	-33	-28	-74	-61	-33	685
Romney Marsh Non-Selective	180	-10	-16	-14	-26	-21	-31	-21	-30	180
Folkestone Selective	360	-7	16	16	20	18	22	19	16	330

## Year 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Folkestone and Hythe Non-Selective	2,791	196	128	79	18	-41	-170	-252	-295	3,425
Romney Marsh Non-Selective	900	89	17	-39	-85	-122	-141	-140	-156	900
Folkestone Selective	1,665	13	-3	-12	-5	21	50	54	54	1,650

### Folkestone and Hythe Non-Selective Planning Group

There are three schools in the Folkestone and Hythe non-selective planning group: Brockhill Park Performing Arts College, Folkestone Academy and The Turner Free School (opened in September 2018). The Turner Free School will offer 120 Year 7 places in the first year increasing to 180 places each year after.

The forecasts indicate a deficit of Year 7 places from 2020-21, assuming new houses are built. The demand rises from around 1FE in 2019-20 to 3FE in 2022-23 before reducing again to 1 class in 2024-25. We would expect demand to reduce in 2026-27 as the 2015 birth cohort enter the secondary school system.

This would suggest temporary rather than permanent solutions may represent the best value for money. We will work with existing schools to establish solutions.

Total school rolls also forecast a deficit of school places across Years 7-11. The majority of the -295 place deficit arises because of the cumulative effect of Year 7 places not being available (229 of 295), suggesting addressing the Year 7 capacity issue will create the capacity required.

### Romney Marsh Non-Selective Planning Group

There is one non-selective school in the planning group: The Marsh Academy. The total school roll pressures in this planning group are being driven by larger Year 7 cohorts entering the system, its increasing popularity with parents living in South



East Ashford and the change in travel to learn patterns as a consequence of the closure of Pent Valley Technology College. Marsh Academy has been able to accommodate over PAN previously.

The opening of The Turner Free School will alter travel to learn patterns again. This may result in a reduction in the pressure on places in the Romney Marsh non-selective Planning Group as those previously unable to access schools in the Folkestone & Hythe Planning Group become able to secure places at local schools.

We will work with the School to monitor the situation and add temporary capacity if required. In the event that oversubscription remains, it is anticipated pupils from Ashford District rather than Folkestone and Hythe District, will be displaced to other schools.

### **Folkestone Selective Planning Group**

There are two selective schools in the district: Folkestone Girls Grammar and Harvey Grammar. Forecasts suggest there will be sufficient Year 7 places available throughout the Plan period. Forecasts would suggest a deficit of places across Year 7-11 between 2018-19 and 2020-21. In reality these pupils are already accommodated or will be within existing provision.

### **Planned Commissioning – Folkestone and Hythe**

<b>Planning Group</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>	<b>By 2023-24</b>	<b>Between 2024-2030</b>
<b>Folkestone West Primary</b>						2FE new provision in Shorncliffe
<b>Hythe Primary</b>						Expansion of Palmarsh PS by 1FE
<b>Romney Marsh Primary</b>						0.1FE Greatstone PS  0.1FE St Nicholas CEPS
<b>Folkestone and Hythe Non-Selective</b>		Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 90 Year 7 places	Up to 60 Year 7 places	Up to 30 Year 7 places



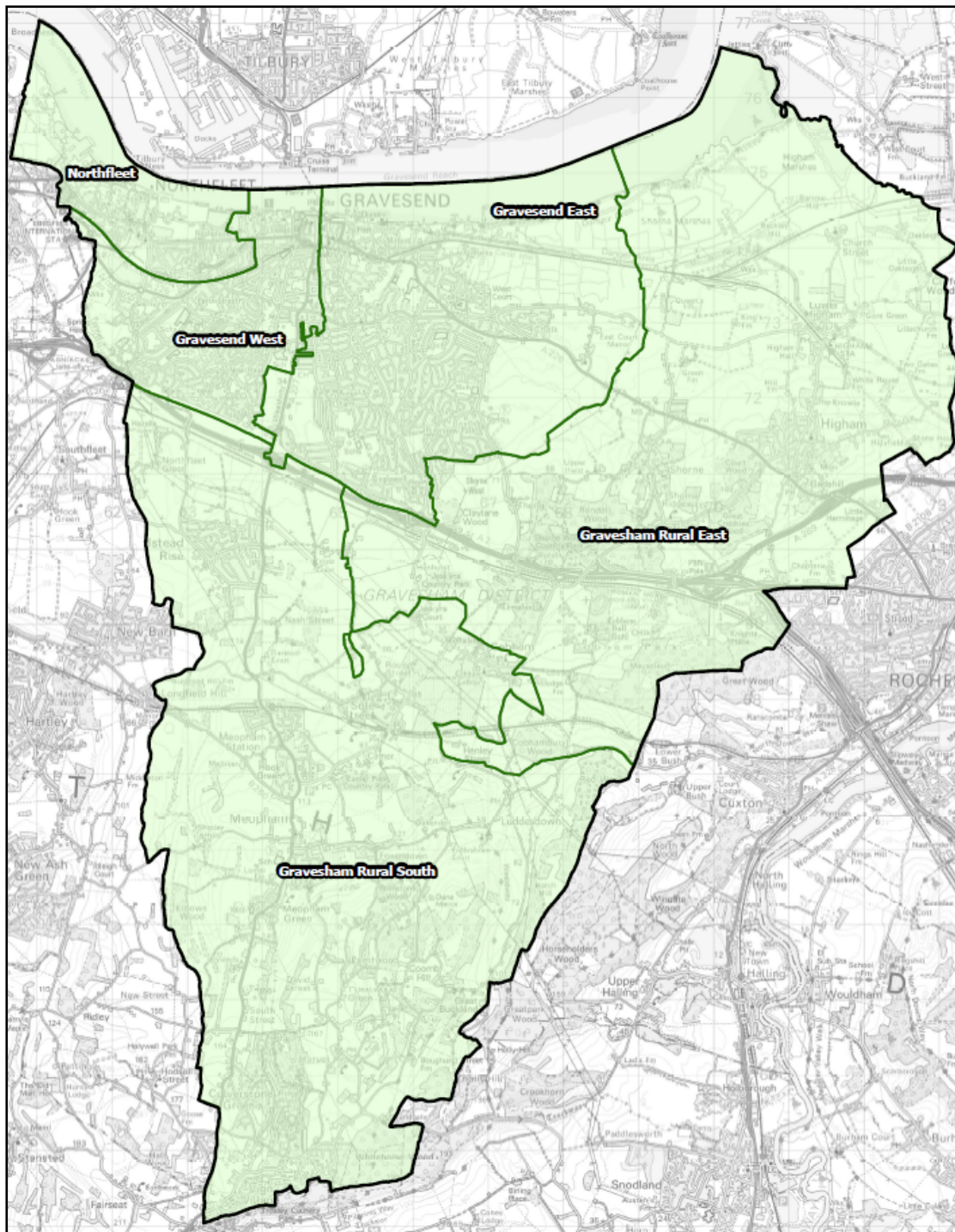
### **Borough commentary**

- The Gravesham birth rate peaked in 2012. It remains significantly above the Kent average, being consistently 6 to 9 points higher, every year since 2010.
- The number of births was high for five years between 2010 and 2016. The number of births dropped to pre-2012 levels in 2017.
- The Gravesham Borough Council Local Plan states an intention to build 6,170 dwellings between 2011 to 2028. About 20% of the Ebbsfleet Development Corporation area is sited in Gravesham.
- The forecast figures show the demand for places if the numbers of new homes are delivered in line with the expected housing trajectories, both in terms of numbers and timing (2,644 new dwellings by 2023). These suggest that by the end of the term of this Commissioning Plan, the new dwellings will add to the surplus/deficits driven by stock housing demand, as follows:
  - For primary education the surplus would be 9.7% for 2019-20 in respect of Year R places, reducing to a surplus of 7.2% in 2022-23. For Years R-6 the surplus would be 2.7% for 2019-20 increasing to a surplus of 4.8 in 2022-23.
  - For secondary education the deficit would be -7.2% for 2019-20 in respect of Year 7 places, increasing to a deficit of -21.6% in 2024-25. For Years 7-11 the surplus would be 3.5% for 2019-20 reducing to a deficit of -17.9% in 2024-25.





## Map of the Gravesham Primary Planning Groups



### Gravesham Primary Schools by Planning Group

Planning Group	School	Status
Gravesend East	Chantry Community Academy	Academy
	Holy Trinity CE Primary School (Gravesend)	Voluntary Aided
	Kings Farm Primary School	Community
	Riverview Infant School	Academy
	Riverview Junior School	Academy



Planning Group	School	Status
	Singlewell Primary School	Community
	St. John's RC Primary School (Gravesend)	Academy
	Tymberwood Academy	Academy
	Westcourt Primary School	Academy
	Whitehill Primary School	Academy
Gravesend West	Cecil Road Primary School	Community
	Copperfield Academy	Academy
	Painters Ash Primary School	Community
	Saint George's CE Primary School (Gravesend)	Academy
	Shears Green Infant School	Community
	Shears Green Junior School	Community
	Wrotham Road Primary School	Academy
Northfleet	Lawn Primary School	Community
	Rosherville CE Primary Academy	Academy
	St. Botolph's CE Primary School (Gravesend)	Academy
	St. Joseph's RC Primary School (Northfleet)	Academy
Gravesham Rural East	Higham Primary School	Community
	Shorne CE Primary School	Academy
Gravesham Rural South	Cobham Primary School	Community
	Culverstone Green Primary School	Academy
	Istead Rise Primary School	Academy
	Meopham Community Academy	Academy
	Vigo Village School	Community

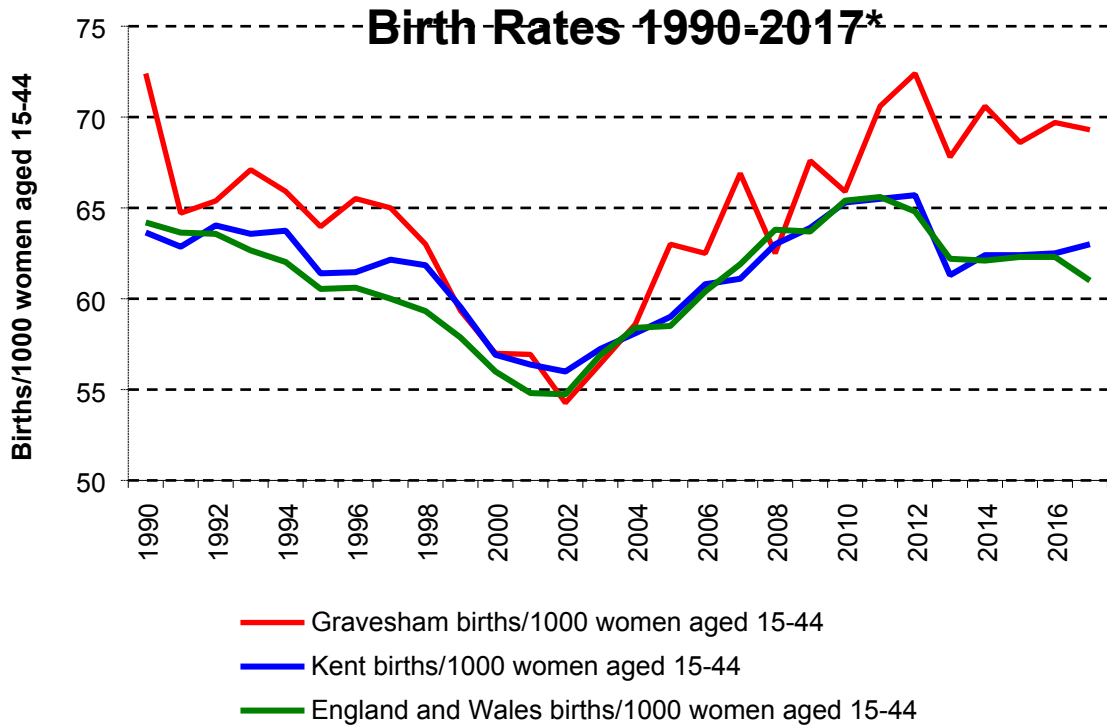




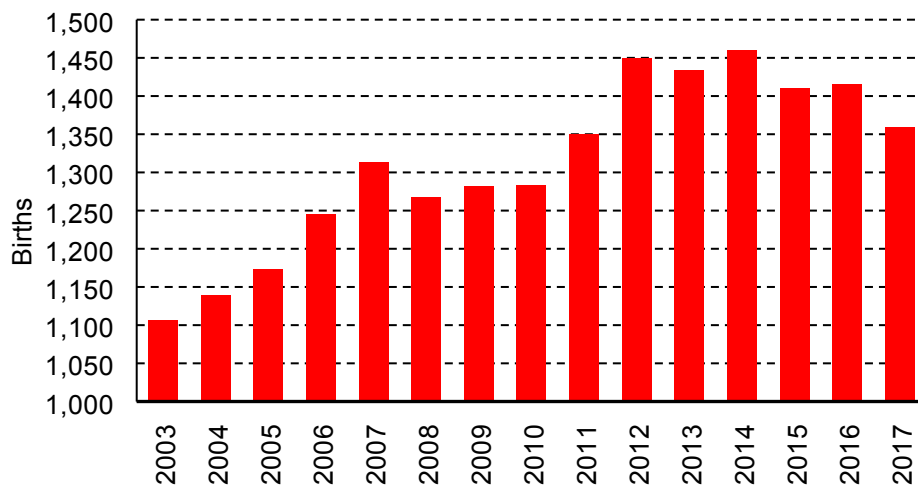
## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:

### Gravesham, Kent and England & Wales



### Gravesham Births 2003-2017\*\*



## Gravesham Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Gravesend East	682	96	103	83	100	86	76	682
Gravesend West	384	10	14	17	-26	-18	-37	354
Northfleet	140	2	-13	-1	-18	-19	-30	140
Gravesham Rural East	60	1	-1	2	2	0	1	60
Gravesham Rural South	210	41	28	8	0	18	8	180
<b>Gravesham</b>	<b>1,476</b>	<b>150</b>	<b>130</b>	<b>110</b>	<b>59</b>	<b>66</b>	<b>18</b>	<b>1,416</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Gravesend East	4,310	135	208	226	263	323	379	4,774
Gravesend West	2,598	48	23	-11	-78	-136	-184	2,568
Northfleet	1,010	14	-9	-29	-83	-136	-183	980
Gravesham Rural East	420	2	-14	-21	-27	-29	-32	420
Gravesham Rural South	1,410	27	44	50	47	69	50	1,335
<b>Gravesham</b>	<b>9,748</b>	<b>226</b>	<b>252</b>	<b>214</b>	<b>121</b>	<b>91</b>	<b>30</b>	<b>10,077</b>

The forecasts above account for all expected pupils including those from planned housing in the Borough. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 165 new homes were built in that year. This was in line with the previous year but around 50 units below the 5 year average.

Housing not included in the Local Plan may create localised pressures on top of those seen in the forecasts above. The provision of new schools is being factored into the planning for the Borough, with land being requested or secured via developer contributions.

Forecasts indicate that both Year R rolls and Years R-6 rolls will increase by around 5.5% across the Plan period.

For Year R and Years R-6 we forecast surplus capacity across the Borough as a whole. However, we forecast less than 5% surplus Year R places from 2020-21 and less than 5% surplus places across Years R-6 throughout the Plan period.

In two planning groups, Gravesend West and Northfleet, there are deficits of Year R and Years R-6 places that increases over the Plan period.



These shortfalls in Gravesend West and Northfleet will likely require us adopting a slightly different commissioning model for Gravesend. In the past, we have tended

to expand a school incrementally, building capacity from Reception over a period of seven years. The higher numbers of pupils across Years R–6 will necessitate new capacity being commissioned in these planning groups across several or all year groups.

### Gravesend West Planning Group

Demand in this planning area is driven by development in and around Springhead Park and rising Year R rolls. We forecast a deficit of 1FE of Year R places for 2020-21 increasing to 1-2FE by 2022-23. From September 2019, a new 2FE primary provision is being created as an ‘Expansion of Age Range’ at Saint George’s CE School, Gravesend. This will accommodate this demand during the Plan period.

### Northfleet Planning Group

Demand in this planning area is driven largely by the Ebbsfleet Development Corporation’s house building programme at Springhead. We forecast a need for 1FE of primary provision throughout the Plan period. A new 2FE primary provision, The Hope School is planned to open from September 2020. This will accommodate this demand during the Plan period.

### Gravesham Rural East

There is a small level of demand across all year groups in this planning area. The numbers are not sufficient to make a school expansion sustainable. Years R-6 pupils will therefore be accommodated within existing schools, or through a bulge expansion if the demand requires it and is local enough to make it viable.

### Gravesham Analysis Secondary

There are two planning groups which are within Gravesham Borough or cross the Borough boundary, one non-selective and one selective (See appendix 14.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Gravesham and Longfield Non-Selective	1,321	113	26	-74	-104	-175	-182	-316	-269	1,234
Gravesham and Longfield Selective	354	-11	-24	-36	-40	-62	-61	-99	-81	354



## Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered.

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Gravesham and Longfield Non-Selective	6,078	486	355	105	-141	-427	-724	-1,071	-1,270	6,170
Gravesham and Longfield Selective	1,702	21	-28	-84	-156	-239	-289	-365	-412	1,770

### Gravesham and Longfield Non-Selective Planning Group

There are seven schools in the Gravesham and Longfield non-selective planning group: Longfield Academy, Meopham School, Northfleet Technology College, Northfleet School for Girls, Thamesview School, Saint George's CE School and Saint John's Catholic Comprehensive School.

There is a deficit for Year 7 in the Gravesham and Longfield non-selective planning group in 2020-21 of 3-4FE. Need is forecast to increase to 10-11FE of Year 7 provision by 2023-24.

We forecast a deficit of Years 7-11 places from 2020-21. This increases to the equivalent of an 8-9FE secondary school by 2024-25.

### Gravesham and Longfield Selective Planning Group

There are two schools in the Gravesham and Longfield selective planning group: Gravesend Grammar School and the Mayfield Grammar School.

There is a current deficit of Year 7 selective places in the planning group. This deficit is forecast to increase year on year reaching 3-4FE by 2023-24.

There is also a deficit of Years 7-11 places which is forecast to increase year on year and will see increases that mirror the Year 7 demand. The solution to managing this deficit is to enlarge both a local boys and girls Grammar provision.



## Planned Commissioning - Gravesham

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Gravesend West	1FE at St George's CE School			1FE expansion at St George's CE School		
Northfleet		1FE new provision at Hope School			1FE expansion at Hope School	
Gravesham and Longfield Non- Selective	3FE expansion	1FE expansion	2FE expansion		4FE	
Gravesham and Longfield Selective	1FE expansion		1FE expansion		1FE expansion	
Special Schools						
Specialist Resourced Provisions	15 place primary ASD provision at Kings Farm PS					



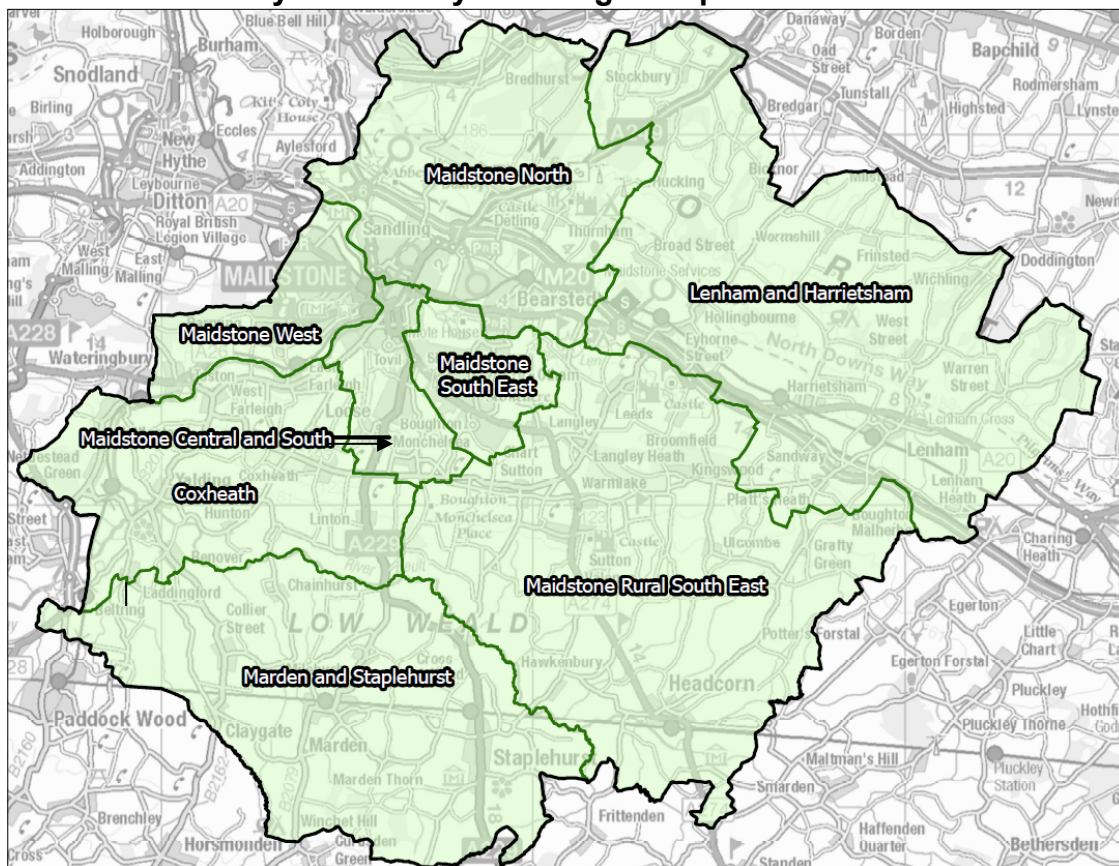
### **Borough commentary**

- The birth rate in Maidstone has increased each year from 2013 before dropping slightly in 2017. However, this is still 3-4 points above the County average. The number of recorded births in the Borough has followed a similar pattern and was down by 25 in 2017 compared to the previous year.
- Maidstone Borough Council Local Plan was formally adopted in October 2017, setting out the scale and location of proposed development up to 2031. The Borough is planning for around 17,500 dwellings or just under 900 per annum.
- The forecast figures present the demand for places if new housing is delivered in line with the local plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 4.8% for 2019-20 in respect of Year R places, reducing to a deficit of -1.9% in 2022-23. For Years R-6 the surplus would be 1.8% for 2019-20 reducing to a deficit of -2.6% in 2022-23.
  - For secondary education the deficit would be -6.8% for 2019-20 in respect of Year 7 places, increasing to a deficit of -24.2% in 2024-25. For Years 7-11 the surplus would be 3.0% for 2019-20 reducing to a deficit of -24.1% in 2024-25.





## Maidstone Primary Schools by Planning Group



## Maidstone Primary Schools by Planning Group

Planning Groups	School	Status
Maidstone Central and South	Archbishop Courtenay CE Primary School	Academy
	Boughton Monchelsea Primary School	Community
	Loose Primary School	Community
	South Borough Primary School	Academy
	Tiger Primary School	Free
Maidstone North	Bredhurst CE Primary School	Voluntary Controlled
	Madginford Primary School	Community
	North Borough Junior School	Community
	Roseacre Junior School	Foundation
	Sandling Primary School	Community
	St. John's CE Primary School (Maidstone)	Academy
	St. Paul's Infant School	Community
	Thurnham CE Infant School	Voluntary Controlled
Valley Invicta Primary School at East Borough	Academy	
Maidstone West	Allington Primary School	Academy
	Barming Primary School	Academy
	Brunswick House Primary School	Community
	Jubilee Primary School	Free
	Palace Wood Primary School	Community
	St. Francis' RC School	Voluntary Aided
	St. Michael's CE Infant School	Voluntary Controlled
	St. Michael's CE Junior School	Voluntary Controlled



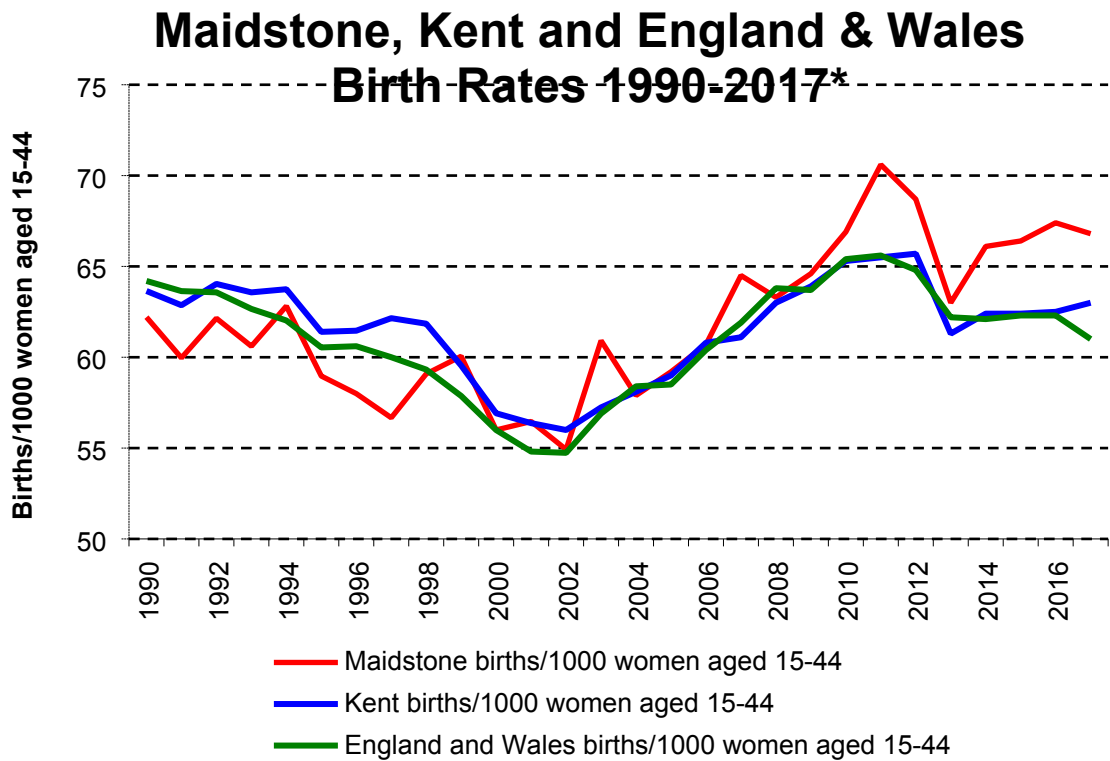
Planning Groups	School	Status
	West Borough Primary School	Community
Maidstone South East	Greenfields Community Primary School	Community
	Holy Family RC Primary School	Academy
	Langley Park Primary Academy	Academy
	Molehill Primary Academy	Academy
	Oaks Primary Academy	Academy
	Park Way Primary School	Community
	Senacre Wood Primary School	Community
	Tree Tops Primary Academy	Academy
Lenham and Harrietsham	Harrietsham CE Primary School	Voluntary Controlled
	Hollingbourne Primary School	Community
	Lenham Primary School	Community
	Platts Heath Primary School	Community
Coxheath	Coxheath Primary School	Community
	East Farleigh Primary School	Community
	Hunton CE Primary School	Voluntary Aided
	Yalding St. Peter and St. Paul CE Primary School	Voluntary Controlled
Marden and Staplehurst	Laddingford St. Mary's CE Primary School	Voluntary Controlled
	Marden Primary School	Community
	St. Margaret's Collier Street CE Primary School	Voluntary Controlled
	Staplehurst School	Community
Maidstone Rural South East	Headcorn Primary School	Community
	Kingswood Primary School	Community
	Leeds and Broomfield CE Primary School	Voluntary Controlled
	Sutton Valence Primary School	Community
	Ulcombe CE Primary School	Voluntary Controlled



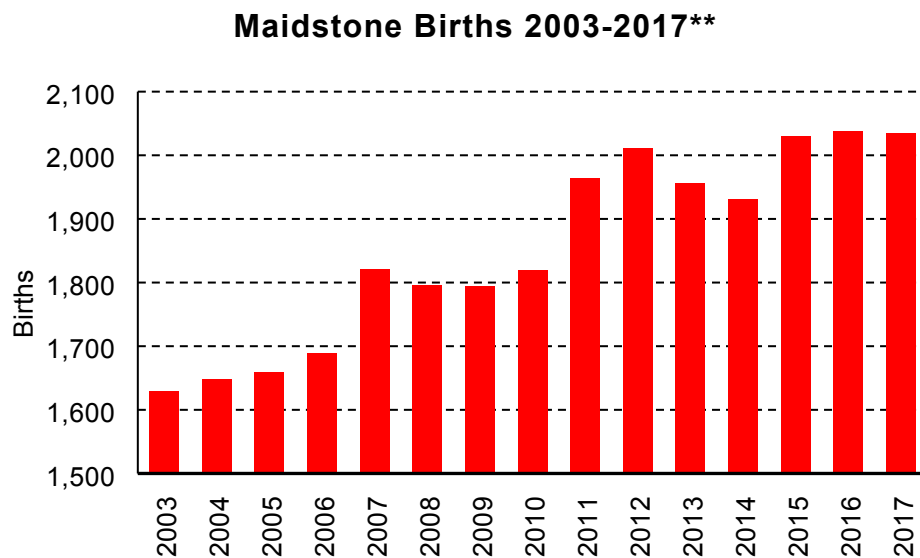


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Maidstone Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Maidstone Central and South	315	10	-14	-33	-33	-43	-55	285
Maidstone North	465	5	19	21	-2	-1	-16	465
Maidstone West	460	24	30	-2	-15	-66	-56	430
Maidstone South East	327	49	36	21	16	-3	-4	327
Lenham and Harrietsham	88	10	48	33	25	40	33	118
Coxheath	126	25	14	19	22	26	17	129
Marden and Staplehurst	150	31	35	6	15	7	6	145
Maidstone Rural South East	140	52	35	33	47	41	37	140
<b>Maidstone</b>	<b>2,071</b>	<b>206</b>	<b>203</b>	<b>98</b>	<b>73</b>	<b>1</b>	<b>-38</b>	<b>2,039</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Maidstone Central and South	1,875	5	-56	-143	-198	-253	-313	2,025
Maidstone North	3,305	-28	-55	-68	-105	-145	-181	3,333
Maidstone West	3,000	53	32	-18	-65	-158	-224	3,060
Maidstone South East	2,049	172	142	116	73	8	-29	2,289
Lenham and Harrietsham	616	37	71	72	85	108	126	766
Coxheath	888	80	64	50	34	16	21	900
Marden and Staplehurst	1,030	149	148	113	66	30	15	1,025
Maidstone Rural South East	786	118	116	132	166	196	211	950
<b>Maidstone</b>	<b>13,549</b>	<b>586</b>	<b>462</b>	<b>254</b>	<b>55</b>	<b>-198</b>	<b>-374</b>	<b>14,348</b>

The forecasts above account for all expected pupils including those from planned housing in the Borough. They are, therefore, predicated on the assumption that additional housing is built at expected pace. The 2016-17 KCC Housing Information Annual Report noted that 1,145 new homes were built in that year. This was more than double the previous year and 500 more than the 5-year average.

In October 2017 Maidstone Borough Council's Local Plan was formally adopted, setting out the scale and location of proposed development. The Borough is planning for around 17,500 dwellings or just under 900 per annum in the period up



to 2031. This compares to an average annual build rate of approximately 600 dwellings over the past 5 years.

Forecasts indicate that both Year R and total primary school rolls will continue to rise across the Plan period and will result in an overall deficit of places from 2022-23. There is significant demand for the town centre planning groups, with a deficit of Year R places forecast from 2019-20 in Maidstone Central and South and Maidstone West and from 2020-21 in North.

We also anticipate additional pressure from several permitted developments across the town centre area of Maidstone. We have been given prior notice from the Borough Council of developers' intentions to convert various retail and office spaces into up to 1,400 new residential dwellings, under permitted development. This will increase the demand for primary places across the Maidstone town centre area in excess of the demand indicated in the forecasts.

Future pressure is anticipated across Maidstone Town (Central and South, North, West and south East planning groups) culminating in an overall shortfall of 131 Year R places by 2022-23 across the planning groups. Approximately 4-5FE of additional Year R provision will be required across the 'Town' planning groups within the Plan period. In particular, there is acute pressure forecast for Maidstone Central and South and Maidstone North, with both planning groups showing significant deficits that increase throughout the Plan period.

The short-term strategic response to the demand for further primary school places in the central Maidstone area is the planned new 2FE Maidstone North Primary Free School that was scheduled to open in 2018-19. However, despite extensive lobbying efforts with the ESFA to date a planning application is yet to be submitted. Consequently, the opening of the new Free school will be delayed until 2020-21 at the earliest. In the short-term 30 Year R places are needed for 2019-20 and will be met with temporary expansion at an existing school.

Housing developments on the Maidstone side of Hermitage Lane will necessitate up to 2FE of additional provision from the point at which occupations commence. Land has been secured that would enable a 2FE primary school to be established on the East of Hermitage Lane site. This is expected no earlier than 2020-21 and once open will help to provide the needed surplus to cover the permitted development demand.

In the medium-term, there will be a requirement for an additional 2FE to be achieved through expansion of existing schools from 2021-22 that is linked to and dependent upon new housing developments across the Town planning groups. The exact location will be dependent on which developments come first and the capacity of a school/schools to expand.

### **Maidstone Central and South**

Forecasts indicate a deficit of Year R and Years R-6 provision throughout the Plan period. Additional Year R provision required from 2019 onwards. The addition of 30 Year R places in 2019-20, and the opening of the Maidstone North Free School in 2020-21, are expected to mitigate the deficit of places in this planning group until 2021-22 at which point an additional 2FE of primary provision will be required.



### Maidstone North

Forecasts indicate a deficit of Year R places from 2020-21. Years R-6 are forecast to be in deficit throughout the Plan period. 30 Year R places will be commissioned in 2019-20 prior to the opening of the Maidstone North Free School, scheduled for 2020-21.

### Maidstone West

Forecasts indicate a deficit of Year R and Years R-6 places from 2019-2020 increasing throughout the Plan period. By 2021-22 up to 2FE of Year R provision is forecast to be required. Land is secured for a 2FE primary school on the East Hermitage Lane site. This will be from 2020-21 at the earliest.

### Maidstone South East

Forecasts indicate a small deficit of places from 2021-22 in respect of Year R places and from 2022-23 across Years R-6. This will be offset by places commissioned in other 'Town' planning groups.

### Marden and Staplehurst

Forecasts indicate a pressure for Year R places in this planning group by the end of the Plan period. We will commission the expansion of Marden Primary School to 2FE from the current 40 PAN for 2021-22.

### Maidstone Analysis Secondary

There are two planning groups which are within Maidstone Borough, one non-selective and one selective (See appendix 14.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Maidstone Non-Selective	1,395	198	109	-132	-176	-214	-339	-429	-365	1,335
Maidstone and Malling Selective	785	6	23	-9	-47	-56	-109	-153	-136	737

### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Maidstone Non-Selective	6,870	1,071	858	451	4	-511	-1,055	-1,602	-1,837	6,675
Maidstone and Malling Selective	3,697	21	-38	-132	-194	-249	-355	-529	-658	3,685



### **Maidstone Non-Selective Planning Group**

There are seven schools in the Maidstone non-selective planning group: Cornwallis Academy, The Lenham School, Maplesden Noakes School, New Line Learning Academy, St. Augustine Academy, St. Simon Stock Catholic School and Valley Park School.

Forecasts indicate a deficit of 132 Year R places from 2019-20 increasing to a deficit of -365 places by the end of the Plan period. Pressures across Years 7-11 are forecast from 2021-22.

In recent years, schools within Maidstone have unilaterally decided to admit above PAN, creating additional selective and non-selective capacity. This we forecast to continue. In 2019-20, 30 temporary Year R places will be at Maplesden Noakes with up to a further 60 temporary Year 7 places at other schools. This will ensure sufficient Year 7 places in the short term.

The bulk of the forecast short to medium-term deficit is due to the delay in the opening of the planned new 6FE secondary Free school, the School of Science and Technology Maidstone; the new school was scheduled to open in September 2017. However, the opening of the new school will now be delayed until 2020-21 due to delays in the ESFA securing planning permission. The proposed 180 Year 7 places are required to meet the majority of the initial forecast demand for non-selective places in Maidstone town. However, it is anticipated that Maplesden Noakes will continue to provide 30 temporary Year 7 places for 2020-21 in excess of the new school's capacity.

It is also anticipated that there will be significant medium-term pressure for additional Year 7 places elsewhere in the planning group, which could not reasonably be met by a Free School in central Maidstone and additional temporary provision. Therefore, following the addition of temporary Year 7 places in 2019-20 and 2020-21, we propose to permanently expand Maplesden Noakes by 2 FE in 2021-22.

From 2022-23 additional provision will be required subject to the pace and scale of housing developments. We also anticipate needing up to 90 temporary Year R places to meet the 2012 birth rate spike that is expected to impact in 2023-24.

### **Maidstone and Malling Selective Planning Group**

There are four schools in the Maidstone selective planning group:

Invicta Grammar School, Maidstone Grammar School, Maidstone Grammar School for Girls and Oakwood Park Grammar School.

The forecast for the planning group indicates that there will be a deficit of Year 7 and all year groups from 2019-20 that increases during the Plan period. It is anticipated that the aforementioned schools' decisions to admit over PAN will result in selective capacity broadly in line with demand until 2022-23 when an additional 2 FE of places will be required.

In the medium to longer term, we will commission an additional 2 FE of provision in 2022-23 and a further 1 FE (or 30 temporary places) in 2023-24 to meet place



demand. During the 2018-19 year we will work with existing schools to inform the provision required for the next iteration of the KCP.

### Planned Commissioning - Maidstone

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Maidstone Central and South			Up to 2FE of expansion of existing schools across one or more of these planning groups			
Maidstone North	30 Year R places	New 2 FE primary school				
Maidstone West		2FE new provision in Hermitage Lane				
Marden and Staplehurst			0.6FE at Marden PS			
Maidstone Non-Selective	30 temporary Year 7 places at Maplesden Noakes  Up to 60 further temporary Year 7 places	New 6FE SSTM secondary Free school  30 temporary Year 7 places at Maplesden Noakes	2 FE expansion of Maplesden Noakes		Up to 90 temporary places in 2023	
Maidstone and Malling Selective				2 FE	1FE expansion or 30 Year 7 places	
Special Schools	135 additional places at Five Acre Wood, includes: expansion of Holmesdale Satellite 70 to 150 places and 30 place Satellite at Palace Wood PS	168 place new special secondary Free School for ASD in Maidstone				
Specialist Resourced Provisions		15 places primary SRP for ASD				



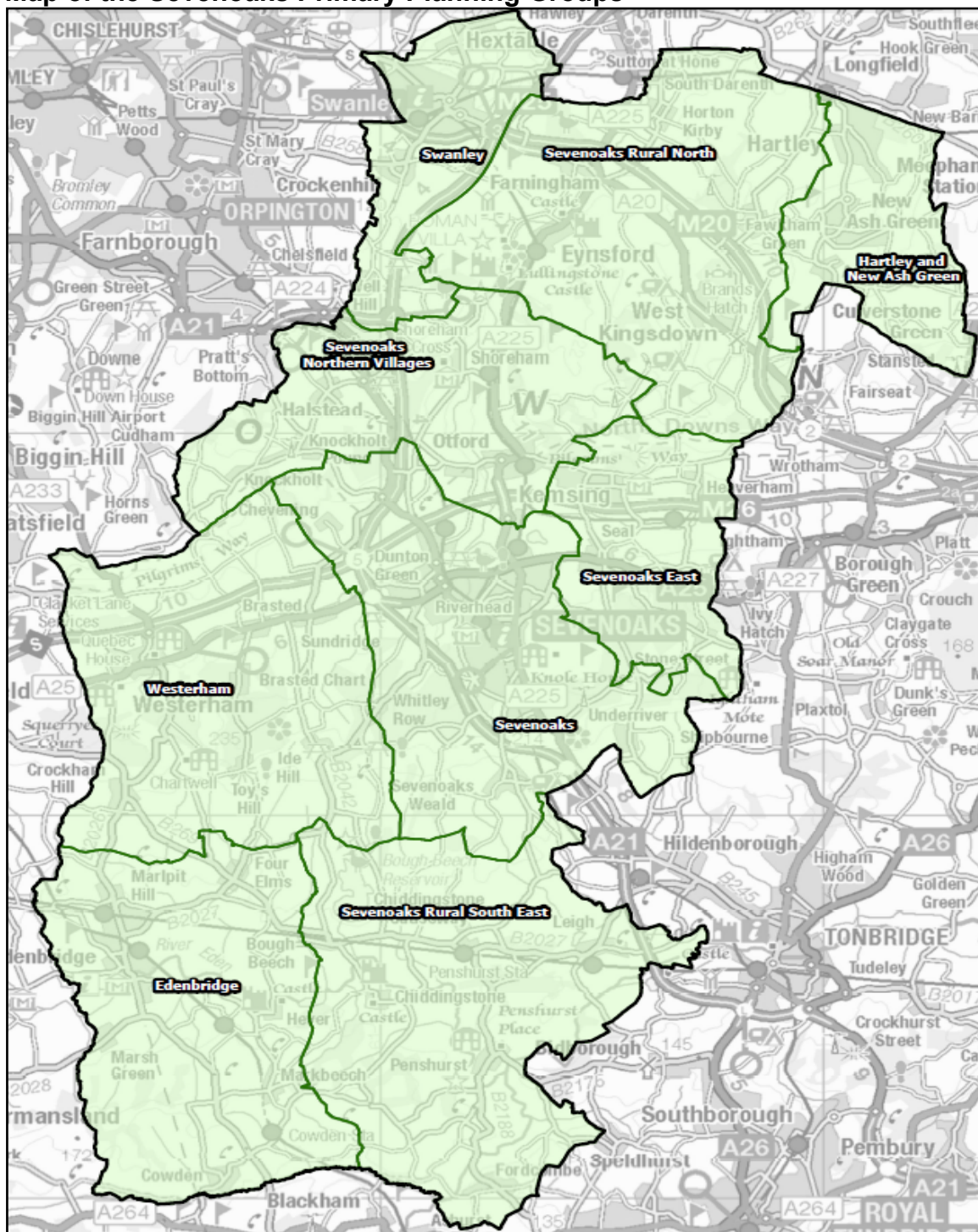
### **District commentary**

- Apart from spikes in 2012 and 2015, the birth rate in Sevenoaks broadly mirrors the County and national averages. Currently the birth rate is 1 point below the County average. The number of births has fallen in line with the birth rate being 117 births fewer than 2015.
- Sevenoaks District Council is consulting on a new Local Plan that suggests that they need to build 13,800 new homes. The expectation is that the eventual total will not reach this amount. However, this figure is significantly higher than the 6,500 new homes identified in 'Issues and Options 2015-35' which has been used to calculate the forecast demand for school places in this Plan.
- The forecast figures show the demand for places if the numbers of new housing are delivered in line with the expected housing trajectories, both in terms of numbers and timing. This suggests that if no action is taken:
  - For primary education the surplus would be 14.3% for 2019-20 in respect of Year R places, reducing to a surplus of 14.1% in 2022-23. For Years R-6 the surplus would be 9.0% for 2019-20 increasing to a surplus of 11.2% in 2022-23.
  - For secondary education the deficit would be -2.3% for 2019-20 in respect of Year 7 places, increasing to a deficit of -25.1% in 2024-25. For Years 7-11 the surplus would be 2.7% for 2019-20 reducing to a deficit of -24.1% in 2024-25.





## Map of the Sevenoaks Primary Planning Groups



### Sevenoaks Primary Schools by Planning Group

Planning group	School	Status
Swanley	Crockenhill Primary School	Community
	Downsview Community Primary School	Community
	Hextable Primary School	Community
	High Firs Primary School	Community
	Horizon Primary Academy	Academy
	St. Bartholomew's RC Primary School	Voluntary Aided



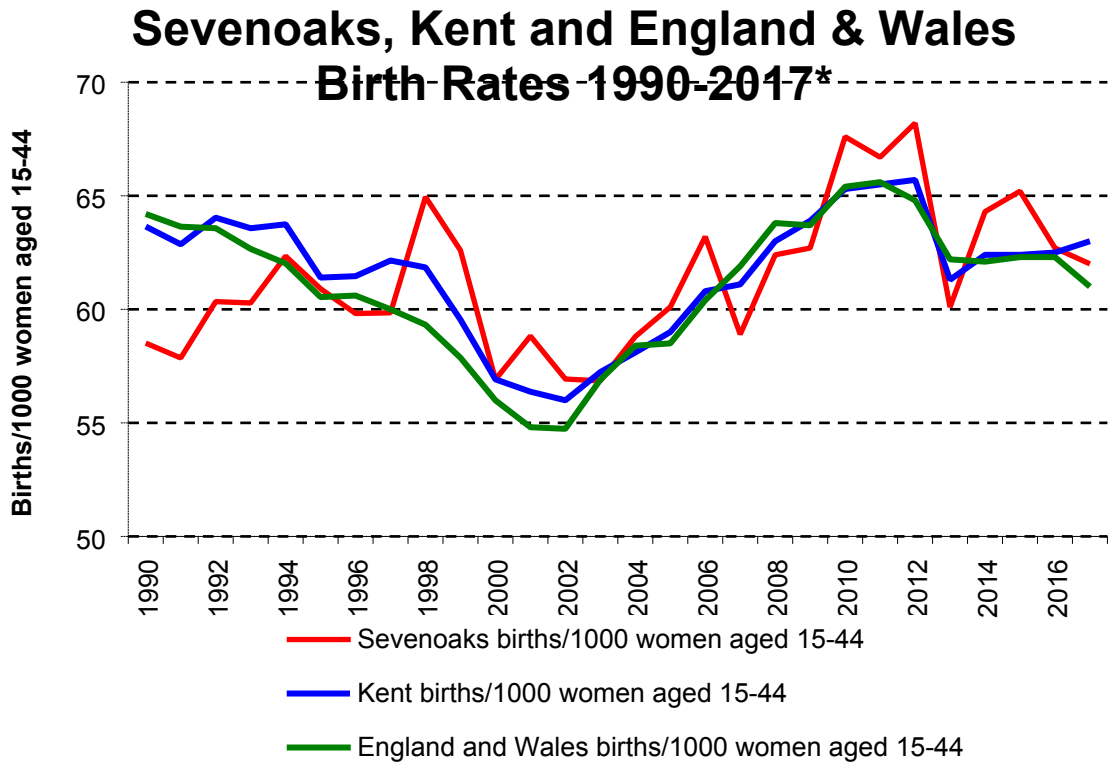


Planning group	School	Status
	St. Mary's CE Primary School (Swanley)	Voluntary Aided
	St. Paul's CE Primary School	Voluntary Controlled
Sevenoaks Rural North	Anthony Roper Primary School	Foundation
	Fawkham CE Primary School	Voluntary Controlled
	Horton Kirby CE Primary School	Academy
	West Kingsdown CE Primary School	Voluntary Controlled
Hartley and New Ash Green	Hartley Primary Academy	Academy
	New Ash Green Primary School	Community
	Our Lady of Hartley RC Primary School	Academy
Sevenoaks Northern Villages	Halstead Community Primary School	Community
	Otford Primary School	Community
	Shoreham Village School	Community
	St. Katharine's Knockholt CE Primary School	Voluntary Aided
Sevenoaks East	Kemsing Primary School	Community
	Seal CE Primary School	Voluntary Controlled
	St. Lawrence CE Primary School	Voluntary Controlled
Sevenoaks	Amherst School	Academy
	Chevening St. Botolph's CE Primary School	Voluntary Aided
	Dunton Green Primary School	Community
	Lady Boswell's CE Primary School	Voluntary Aided
	Riverhead Infant School	Community
	Sevenoaks Primary School	Community
	St. John's CE Primary School (Sevenoaks)	Voluntary Controlled
	St. Thomas' RC Primary School (Sevenoaks)	Academy
Weald Community Primary School	Community	
Westerham	Churchill CE Primary School (Westerham)	Voluntary Controlled
	Crockham Hill CE Primary School	Voluntary Controlled
	Ide Hill CE Primary School	Voluntary Aided
	Sundridge and Brasted CE Primary School	Voluntary Controlled
Edenbridge	Edenbridge Primary School	Academy
	Four Elms Primary School	Community
	Hever CE Primary School	Voluntary Aided
Sevenoaks Rural South East	Chiddingstone CE School	Academy
	Fordcombe CE Primary School	Voluntary Aided
	Leigh Primary School	Community
	Penshurst CE Primary School	Voluntary Aided

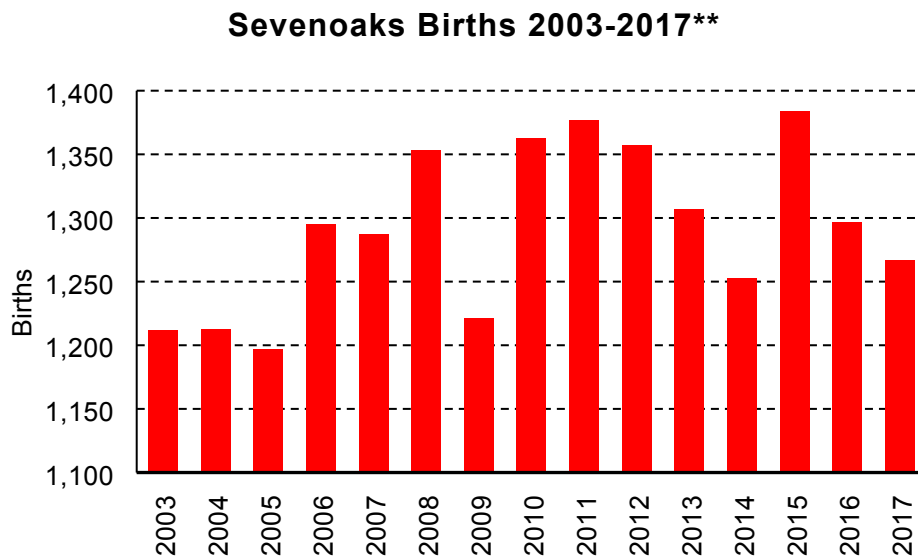


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Sevenoaks Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Swanley	305	41	33	41	5	-6	-6	305
Sevenoaks Rural North	150	34	49	34	50	37	38	150
Hartley and New Ash Green	150	6	13	0	2	4	4	150
Sevenoaks Northern Villages	130	23	22	16	32	18	17	130
Sevenoaks East	104	21	26	22	30	35	31	102
Sevenoaks	390	34	45	28	63	72	56	390
Westerham	117	13	33	28	33	34	31	117
Edenbridge	131	27	42	45	46	42	37	131
Sevenoaks Rural South East	83	11	11	8	15	17	13	83
<b>Sevenoaks</b>	<b>1,560</b>	<b>210</b>	<b>274</b>	<b>223</b>	<b>276</b>	<b>253</b>	<b>220</b>	<b>1,558</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Swanley	2,015	91	110	128	86	71	59	2,135
Sevenoaks Rural North	1,050	199	197	195	209	217	222	1,050
Hartley and New Ash Green	1,050	44	35	28	11	14	7	1,050
Sevenoaks Northern Villages	920	147	149	128	128	140	130	910
Sevenoaks East	680	131	120	124	151	158	176	716
Sevenoaks	2,669	72	60	48	85	158	224	2,754
Westerham	759	95	106	113	111	135	157	819
Edenbridge	772	133	165	193	202	199	219	912
Sevenoaks Rural South East	581	12	6	4	1	20	31	582
<b>Sevenoaks</b>	<b>10,496</b>	<b>924</b>	<b>948</b>	<b>962</b>	<b>986</b>	<b>1,110</b>	<b>1,225</b>	<b>10,928</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 312 new homes were built in that year. This was 100 fewer than the previous year but 54 more than the 5 year average.

Demand is manageable in all planning areas of Sevenoaks. There may be isolated pockets of demand, notably Swanley and Sevenoaks Town centre during the Plan period, but such demand will be managed locally, without any additional primary



school enlargements. KCC will monitor the capacity/demand figures throughout the year.

### Sevenoaks Analysis – Secondary

There are two planning groups which are within Sevenoaks District or which cross the district boundary, both are non-selective (See appendix 14.2 for the non-selective and selective planning group maps). In order to access selective provision, residents travel out of the district with the exception being girls who access selective provision via the annex of Weald of Kent Grammar School.

#### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Sevenoaks and Borough Green Non-Selective	560	17	3	-35	-40	-70	-85	-88	-97	565
Dartford and Swanley Non-Selective	1,074	135	55	-39	-115	-165	-237	-300	-276	1,015

#### Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Sevenoaks and Borough Green Non-Selective	2,585	115	46	-4	-61	-127	-222	-323	-397	2,825
Dartford and Swanley Non-Selective	4,852	708	510	280	-67	-441	-796	-1,125	-1,353	5,135

#### Sevenoaks and Borough Green Non-Selective Planning Group

There are three schools in the Sevenoaks and Borough Green non-selective planning group: Knole Academy, Wrotham School and Trinity School.

There is a deficit for Year 7 places in the planning group from 2019-20 which will need to be mitigated by 1-2FE of provision. This will increase to a deficit of 3-4FE by 2024-25. The short-term pressure derives mainly from Sevenoaks District and proposals are in places to commission 2FE at Trinity School from 2019-20 and further 2FE in Sevenoaks from 2020-21.

In the medium term, an expansion of Wrotham School will be required to respond to new housing growth. The timing of this expansion will be subject to the pace of new housing development.



We forecast a small deficit of Years 7-11 places in 2019-20 (4 places), increasing to a deficit of -397 places by 2024-25. The commissioning of Year 7 places will, over time, increase the capacity across secondary rolls in this planning group.

### **Dartford and Swanley Non-Selective Planning Group**

There are six schools in the Dartford & Swanley non-selective planning group: Orchards Academy, Wilmington Academy, Dartford Science and Technology College, Inspiration Academy, Longfield Academy and Leigh Academy.

We forecast a deficit for Year 7 in the Dartford and Swanley non-selective planning group from 2019-20 of 1-2FE. This deficit is forecast to increase year on year peaking at 10FE in 2023-24 before reducing slightly in 2024-25.

Years 7-11 places are manageable until 2020, where a deficit must be met. This deficit increases very significantly, year on year.

### **Selective Provision**

The analysis of selective provision in the West Kent Planning Group is contained in the Tonbridge and Malling District section. This includes reference to the KCC policy aim of establishing a 3FE boys selective provision in Sevenoaks District, to balance the 3FE girls provision established by the expansion of the Weald of Kent Grammar School onto a satellite on the old Wilderness School site.

### **Planned Commissioning - Sevenoaks**

<b>Planning Group</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>	<b>Between 2023-27</b>	<b>Between 2027-2030</b>
Sevenoaks Non-Selective	2FE at Trinity School	2FE in Sevenoaks				
Dartford and Swanley Non-Selective	4FE at Stone Lodge		4FE at Alkerden	2FE at Stone Lodge	6FE at Stone Lodge and Alkerden	4FE at Ebbsfleet Central
Specialist Resourced Provisions	15-place secondary SRP for ASD					



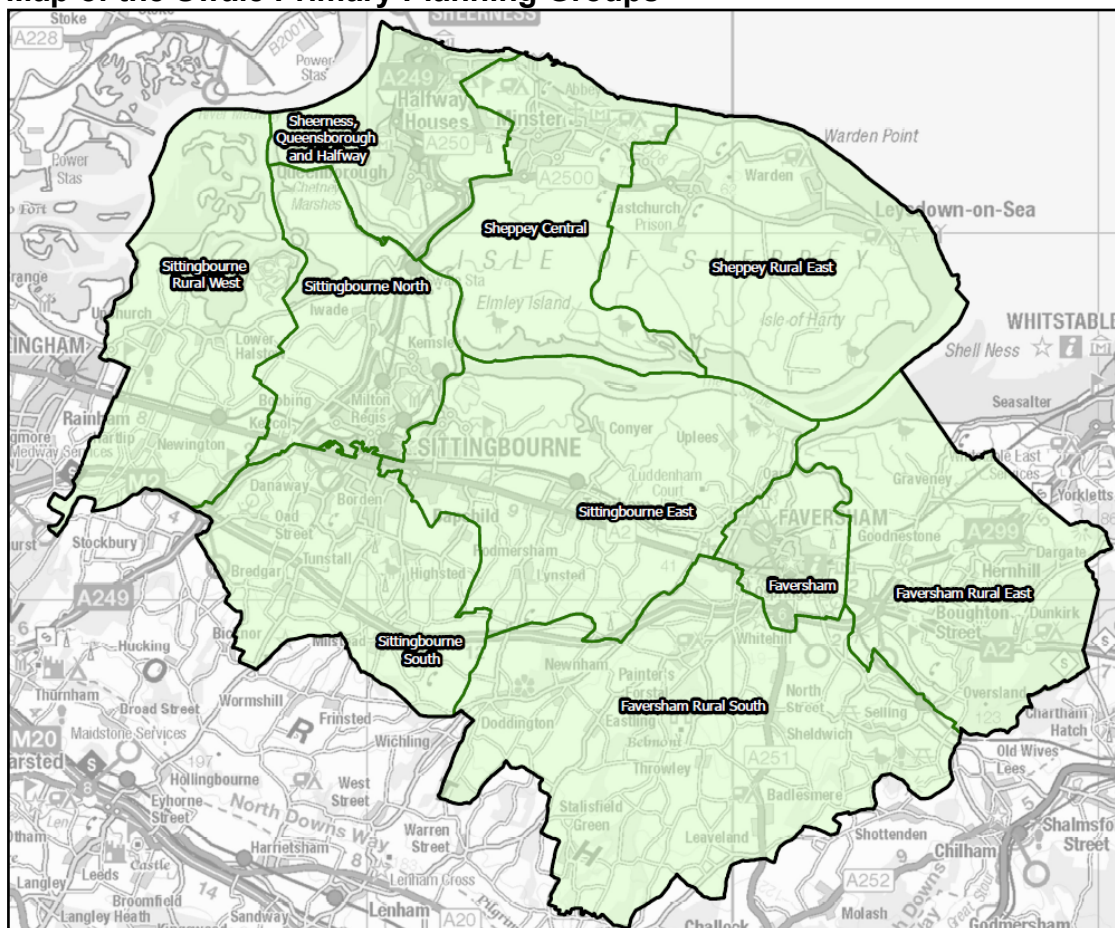
### District commentary

- The birth rate in Swale is 6.8 points above the County average and has been consistent for the last 7 years, producing between 66 and 70 births per 1,000 women aged 15-44. The number of recorded births each year has fluctuated from a high of 1,809 in 2010 to a low of 1,705 in 2015, a difference of 104 births. In 2017 the number of recorded births was 1,791.
- Swale Borough Council's Local Plan, adopted in July 2017, proposes a total of 13,192 new homes over the Plan period to 2031 with approximately 776 dwellings per annum. During the 5-year period 2012 to 2017 a total of 2,457 houses were completed with an average of 491 per year.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 15.4% for 2019-20 in respect of Year R places, reducing to a surplus of 5.1% in 2022-23. For Years R-6 the surplus would be 6.3% for 2019-20 reducing to a surplus of 2.3% in 2022-23.
  - For secondary education the deficit would be -7.7% for 2019-20 in respect of Year 7 places, increasing to a deficit of -24.5% in 2024-25. For Years 7-11 the surplus would be 1.7% for 2019-20 reducing to a deficit of -20.7% in 2024-25.





## Map of the Swale Primary Planning Groups



## Swale Primary Schools by Planning Group

Planning groups	School	Status
Faversham	Bysing Wood Primary School	Community
	Davington Primary School	Community
	Ethelbert Road Primary School	Community
	Luddenham School	Academy
	St. Mary of Charity CE Primary School	Academy
Faversham Rural East	Boughton-under-Blean & Dunkirk Primary School	Voluntary Controlled
	Graveney Primary School	Academy
	Hernhill CE Primary School	Voluntary Controlled
Faversham Rural South	Eastling Primary School	Community
	Ospringe CE Primary School	Voluntary Controlled
	Selling CE Primary School	Academy
	Sheldwich Primary School	Academy
Sittingbourne East	Bapchild and Tonge CE Primary School	Voluntary Aided
	Canterbury Road Primary School	Community
	Lansdowne Primary School	Academy
	Lynsted and Norton Primary School	Academy
	South Avenue Primary School	Academy
	Sunny Bank Primary School	Community
	Teynham Parochial CE Primary School	Voluntary Controlled



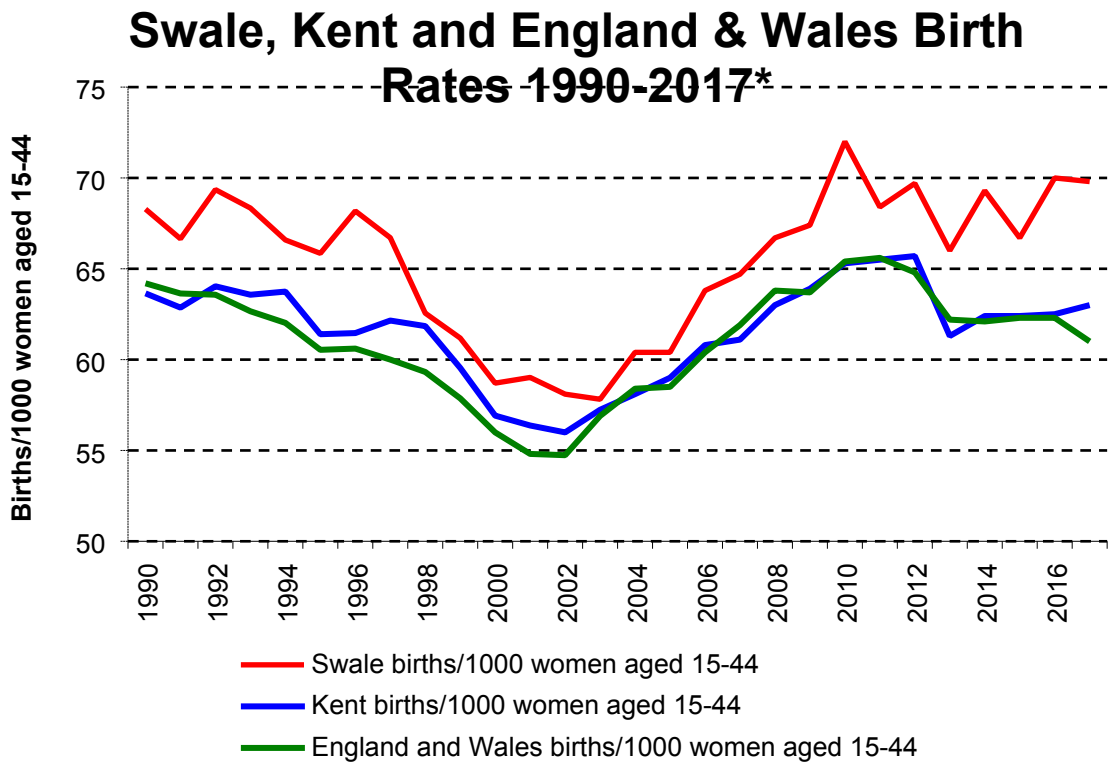
Planning groups	School	Status
Sittingbourne South	Borden CE Primary School	Academy
	Bredgar CE Primary School	Academy
	Milstead and Frinsted CE Primary School	Academy
	Minterne Community Junior School	Academy
	Oaks Community Infant School	Academy
	Rodmersham Primary School	Community
	St. Peter's RC Primary School (Sittingbourne)	Academy
	Tunstall CE Primary School	Voluntary Aided
	Westlands Primary School	Academy
Sittingbourne North	Bobbing Village School	Academy
	Grove Park Primary School	Academy
	Iwade School	Academy
	Kemsley Primary Academy	Academy
	Milton Court Primary Academy	Academy
	Regis Manor Primary School	Academy
Sittingbourne Rural West	Hartlip Endowed CE Primary School	Voluntary Aided
	Holywell Primary School	Community
	Lower Halstow Primary School	Community
	Newington CE Primary School	Voluntary Controlled
Sheerness, Queenborough and Halfway	Halfway Houses Primary School	Academy
	Queenborough School	Community
	Richmond Academy	Academy
	Rose Street Primary School	Community
	St. Edward's RC Primary School	Academy
	West Minster Primary School	Community
Sheppey central	Minster in Sheppey Primary School	Academy
	St. George's CE Primary School (Minster)	Academy
	Thistle Hill Academy	Academy
Sheppey Rural East	Eastchurch CE Primary School	Voluntary Controlled



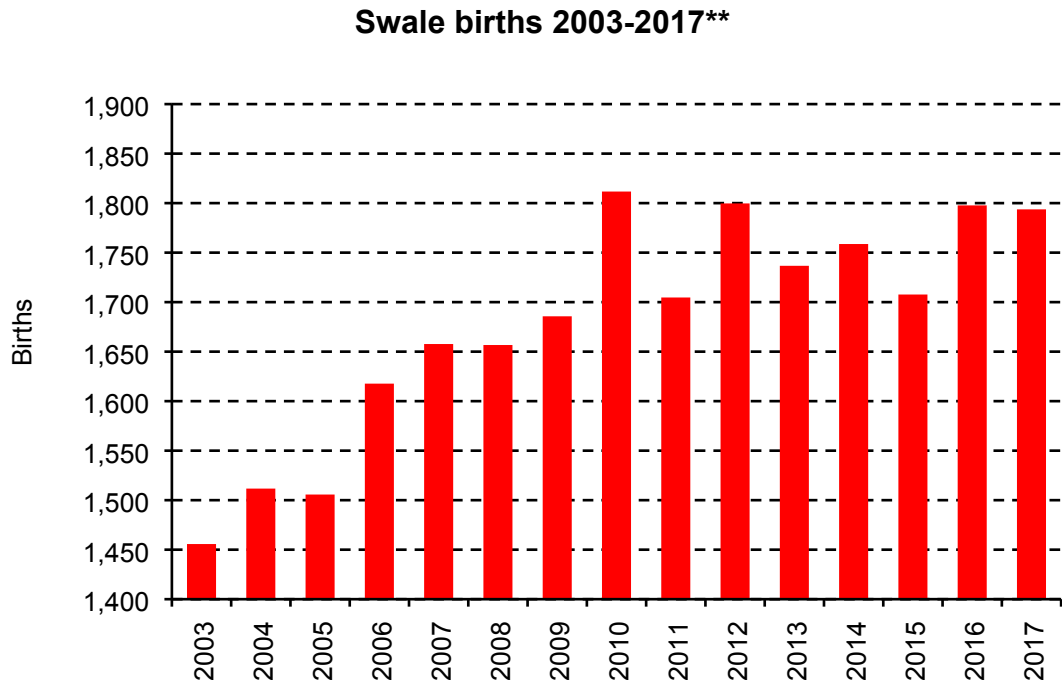


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Swale Analysis – Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Faversham	210	54	62	65	47	50	40	210
Faversham Rural East	75	7	7	10	11	4	6	75
Faversham Rural South	105	16	15	21	9	14	10	105
Sittingbourne East	275	51	28	37	13	-1	-11	275
Sittingbourne South	334	29	28	46	32	32	9	328
Sittingbourne North	300	12	23	19	-12	-8	-15	330
Sittingbourne Rural West	105	18	25	27	22	13	12	105
Sheerness, Queenborough and Halfway	390	46	55	59	39	37	31	390
Sheppey Central	210	9	33	32	22	22	24	210
Sheppey Rural East	60	0	2	7	6	1	0	60
<b>Swale</b>	<b>2,064</b>	<b>242</b>	<b>278</b>	<b>321</b>	<b>189</b>	<b>163</b>	<b>107</b>	<b>2,088</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Faversham	1,290	111	155	208	228	220	203	1,440
Faversham Rural East	555	19	11	16	16	8	2	525
Faversham Rural South	768	6	24	47	39	33	25	737
Sittingbourne East	1,895	157	146	152	144	68	7	1,925
Sittingbourne South	2,134	-8	7	51	74	66	-7	2,302
Sittingbourne North	2,010	20	10	4	-29	-88	-179	2,250
Sittingbourne Rural West	705	73	80	102	105	94	61	735
Sheerness, Queenborough and Halfway	2,460	200	210	242	224	227	190	2,730
Sheppey Central	1,260	38	38	56	67	70	65	1,440
Sheppey Rural East	495	28	20	16	-2	-20	-29	435
<b>Swale</b>	<b>13,572</b>	<b>644</b>	<b>702</b>	<b>895</b>	<b>865</b>	<b>680</b>	<b>339</b>	<b>14,519</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 615 new homes were built in that year. This was slightly more than the previous year and over 100 more than the 5-year



average. However, this is below the average of 776 houses per year required to be built to meet the Local Plan.

Forecasts for Swale District indicate that both Year R and Years R-6 will continue to rise, but a surplus of places will be maintained throughout the Plan period. Any sites for new primary schools will be brought forward later in the development build-out period to prevent over-capacity.

### Faversham Planning Group

Forecasts indicate up to 2FE surplus Year R places across the Plan period. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable. This could be through temporary reduction of PANs if agreed.

### Sittingbourne East Planning Group

Pressure from new housing in Sittingbourne East will need to be managed from 2020-21 to ensure sufficient local places are available. This will include a 0.5FE expansion of Sunny Bank Primary School and a phased 1FE expansion of Teynham Primary School if the housing development in Teynham comes forward as set out in the Local Plan.

### Sittingbourne North Planning Group

Pressure from new housing in Sittingbourne North will start from 2020-2021. However, forecast surplus capacity in adjacent planning groups could provide sufficient places until a new 2FE primary provision as part of an all-through school is established on the Quinton Road development. We will continue to press for access to the site from 2022-23.

### Sheerness, Queenborough and Halfway/Sheppey Central Planning Groups

Forecasts indicate a surplus of places across these two planning groups, which is expected to reduce as new housing progresses. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable. This could be through temporary reduction of PANs if agreed.

### Swale Analysis – Secondary

There are five planning groups which are within Swale District or which cross the district boundary (See appendix 14.2 for the non-selective and selective planning group maps). Three of which are non-selective (Faversham, Isle of Sheppey and Sittingbourne) and two selective (Sittingbourne and Sheppey, and Canterbury and Faversham). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if no Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Faversham Non-Selective	230	8	-26	-23	-23	-44	-43	-56	-43	210
Isle of Sheppey Non-Selective	390	124	113	92	87	48	56	26	17	390



	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Sittingbourne Non-Selective	765	-35	-35	-104	-123	-187	-160	-266	-217	765
Canterbury & Faversham Selective	580	-15	-35	-37	-63	-72	-115	-133	-111	575
Sittingbourne and Sheppey Selective	240	-12	8	-42	-47	-70	-61	-91	-80	240

### Year 7-11 Surplus/Deficit Capacity if no Further Action is Taken and Planned Housing is delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Faversham Non-Selective	1,070	141	55	-22	-78	-152	-218	-246	-261	1,050
Isle of Sheppey Non-Selective	1,950	636	589	567	514	436	351	263	185	1,950
Sittingbourne Non-Selective	3,630	-14	-102	-252	-391	-619	-806	-1,026	-1,123	3,825
Canterbury and Faversham Selective	2,853	-105	-125	-179	-296	-385	-506	-594	-654	2,875
Sittingbourne and Sheppey Selective	1,230	-3	-9	-68	-135	-214	-286	-380	-413	1,200

#### Faversham Non-Selective Planning Group

The Abbey School is the only non-selective school in Faversham.

The forecast Year 7 places indicate a deficit of up to -56 places over the Plan period and a deficit of up to -261 Years 7-11 places.

If all the housing goes ahead at the planned build out rate, 1FE permanent expansion of The Abbey School will be required from 2021-22.

#### Isle of Sheppey Non-Selective Planning Group

The Oasis Isle of Sheppey Academy is the only non-selective school in the Isle of Sheppey planning group. It is a large wide-ability school operating on two sites.

Forecasts for Year 7 and Years 7-11 places show a continuing surplus of places. The forecast surplus places are a result of the increasing number of children travelling off the Isle of Sheppey for their education. In 2014 there were 126 students (4FE) living on the Island who attended a Sittingbourne non-selective school. This increased to 177 (6FE) in 2017. If this trend continues then an estimated 185 children will be leaving the Island by 2023. We will continue to work with Oasis Academy Trust, Swale Borough Council and local parties to address this.



### **Sittingbourne Non-Selective Planning Group**

There are three schools in the Sittingbourne non-selective planning group: Fulston Manor School, The Westlands School and Sittingbourne Community College.

Forecast Year 7 and Years 7-11 places show an increasing deficit over the Plan period. By 2020-21 a deficit of -123 places is predicted for Year 7 rising to -266 by 2023-24.

The increasing pressure showing in Sittingbourne is exacerbated by large numbers of children travelling off the Isle of Sheppey for their secondary education. Surplus capacity in Oasis Isle of Sheppey Academy will help to offset the deficit in Sittingbourne.

The Westlands School has agreed to provide an additional 45 Year 7 places to address the deficit on a temporary basis for Year 7 entry in September 2019 and September 2020.

A feasibility will be undertaken to explore the permanent expansion of Westlands by 2FE, linked to the Wises Lane development and provision of improved vehicular access from new roads serving this development.

We will continue to press for access to the North Sittingbourne (Quinton Road) development to establish a new secondary school to meet the predicted need from 2022-23.

### **Sittingbourne and Sheppey Selective Planning Group**

There are two Schools in the planning group, Borden Grammar School (Boys) and Highsted Grammar School (Girls).

Forecast Year 7 places indicate a deficit of -42 places for entry in September 2019, increasing to a deficit of -91 places by 2023-24 if all new housing comes forward. We will discuss with the two schools in the planning group options and solutions for creating additional capacity.

### **Canterbury and Faversham Selective Planning Group**

There are four schools in the Canterbury and Faversham selective planning group: Barton Court Grammar School, Simon Langton Girl's Grammar School, Simon Langton Grammar School for Boys and Queen Elizabeth's Grammar School.

If new housing is delivered in line with the Local Plan it is forecast that there will be a gradual increase in the need for Year 7 places across the planning period, increasing from 37 in 2019 to 133 by 2023.

The preferred option for meeting the projected need for Grammar places in Canterbury and Faversham is to establish a up to a 5FE satellite Grammar provision on the Coast. This is dependent on a successful application to the Selective Schools Expansion Fund. A satellite on the Coast would also have the potential to be expanded to accommodate the additional identified grammar need in Thanet. If the preferred option of a Grammar satellite on the coast is not achievable in the timeframe required, discussions will be had with the Grammar schools in the



Planning Group to establish if we are able to expand existing provisions to meet the need.

### Planned Commissioning - Swale

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Sittingbourne East			0.5FE expansion of Sunny Bank PS		Phased 1FE expansion of Teynham PS	
Sittingbourne North				2FE New provision on Quinton Road development		
Faversham Non-Selective			1FE expansion			
Sittingbourne Non-Selective	Up to 45 Year 7 places	Up to 45 temporary Year 7 places	Up to 120 Year 7 places	2FE permanent provision Up to 60 Year 7 places	6 FE new provision on the North Sittingbourne development	
Sittingbourne/Sheppey Selective	Up to 45 Year 7 places	Up to 45 Year 7 places	Up to 60 Year 7 places	Up to 90 Year 7 places	3FE expansion	
Canterbury and Faversham Selective	Up to 30 Year 7 places	Up to 30 Year 7 places	Up to 90 Year 7 places	Up to 5FE Satellite on Coast or expansion of existing schools		
Special Schools		168 place special school for ASD	120 place special SEMH School on Isle of Sheppey			



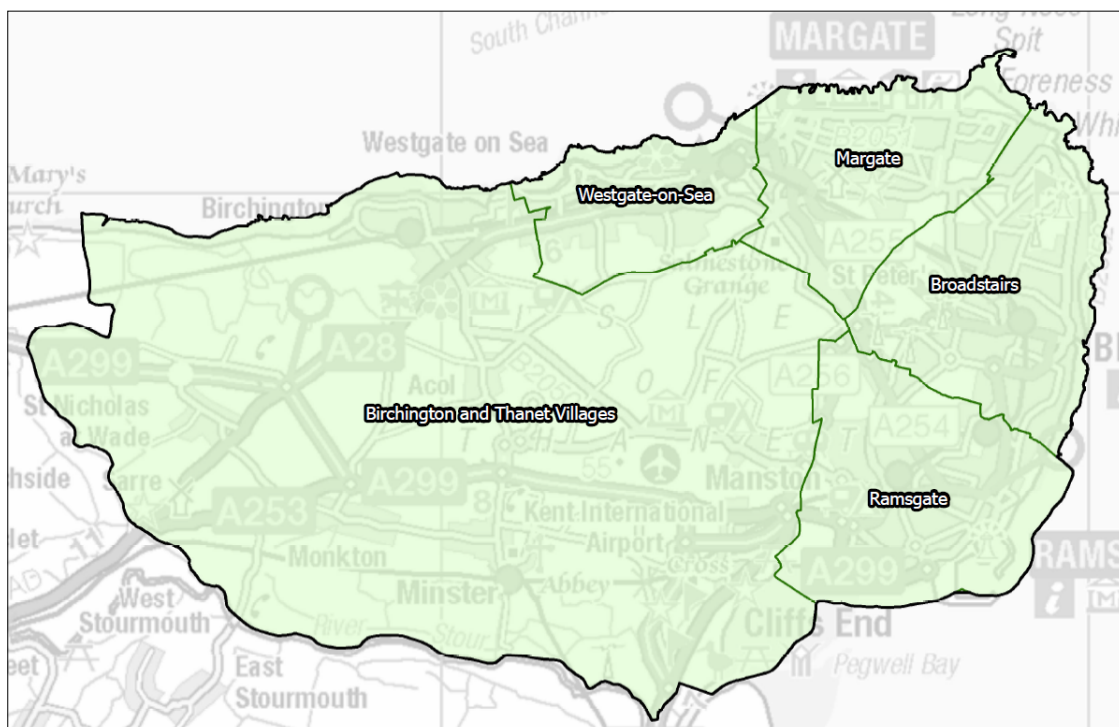
### District commentary

- The birth rate in Thanet is 5.5 points above the County average and has remained consistently between 66 and 70 births per 1000 women aged 15-44 for the last 6 years. However, the number of recorded births in the district shows a decline from a high of 1,650 in 2012 to 1,566 in 2017, a reduction of 84 births per year.
- Thanet District Council's current draft Local Plan dated July 2018 includes the provision of 17,140 additional homes in the period 2011-2031 with approximately 857 dwellings per annum to be built. During the 5-year period 2012-2017 a total of 1,624 houses were completed with an average of 325 per year.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 15.2% for 2019-20 in respect of Year R places, reducing to a surplus of 3.5% in 2022-23. For Years R-6 the surplus would be 7.5% for 2019-20 reducing to a surplus of 2.6% in 2022-23.
  - For secondary education the deficit would be -7.7% for 2019-20 in respect of Year 7 places, increasing to a deficit of -21.7% in 2024-25. For Years 7-11 the deficit would be -2.3% for 2019-20 increasing to a deficit of -20.5% in 2024-25.





## Map of the Thanet Primary Planning Groups



## Thanet Primary Schools by Planning Group

Planning Group	School	Status
Margate	Cliftonville Primary School	Academy
	Drapers Mills Primary Academy	Academy
	Holy Trinity and St. John's CE Primary School	Voluntary Controlled
	Northdown Primary School	Academy
	Palm Bay Primary School	Community
	Salmestone Primary School	Academy
	St. Gregory's RC Primary School	Academy
Westgate-on-Sea	Garlinge Primary School	Community
	St. Crispin's Community Infant School	Community
	St. Saviour's CE Junior School	Voluntary Controlled
Ramsgate	Chilton Primary School	Academy
	Christ Church CE Junior School	Academy
	Dame Janet Primary Academy	Academy
	Ellington Infant School	Community
	Newington Community Primary School (Ramsgate)	Community
	Newlands Primary School	Academy
	Priory Infant School	Community
	Ramsgate Arts Primary School	Free
	Ramsgate Holy Trinity CE Primary School	Voluntary Aided
	St. Ethelbert's RC Primary School	Voluntary Aided
St. Laurence-in-Thanet CE Junior Academy	Academy	
Broadstairs	Bromstone Primary School	Foundation
	Callis Grange Infant School	Community



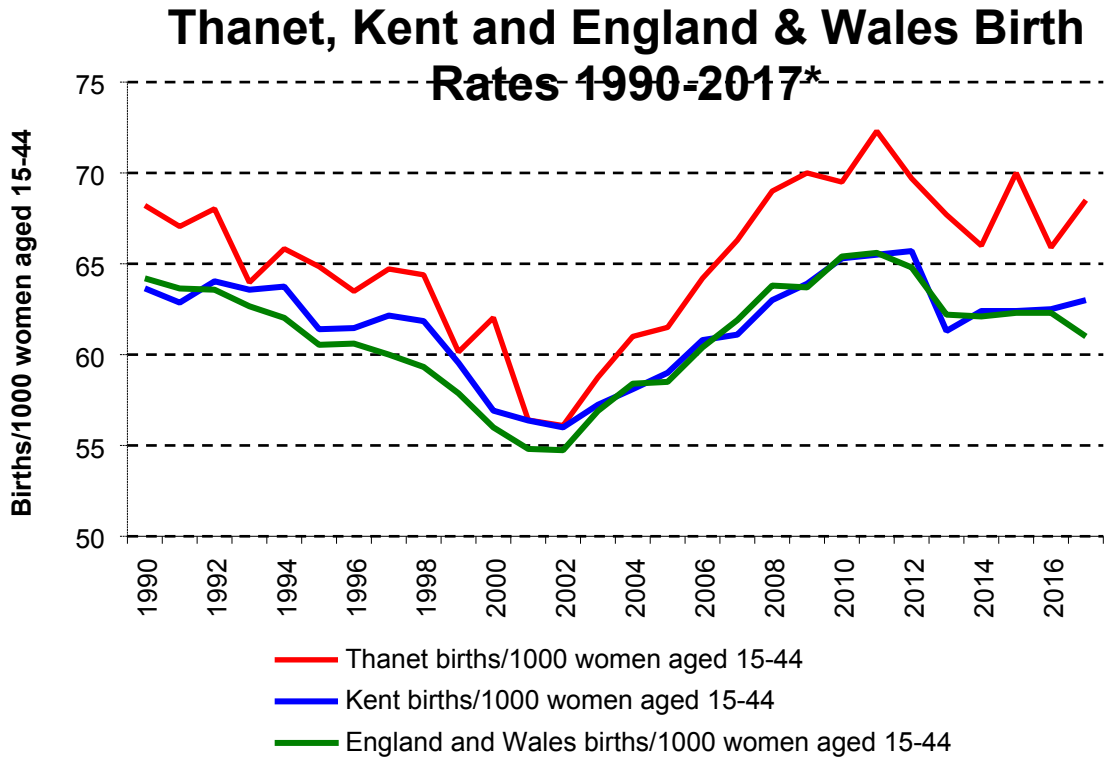


Planning Group	School	Status
	St. George's CE Primary School (Broadstairs)	Foundation
	St. Joseph's RC Primary School (Broadstairs)	Academy
	St. Mildred's Infant School	Community
	St. Peter-in-Thamet CE Junior School	Voluntary Aided
	Upton Junior School	Academy
Birchington and Thanet Villages	Birchington CE Primary School	Voluntary Controlled
	Minster CE Primary School	Voluntary Controlled
	Monkton CE Primary School	Voluntary Controlled
	St. Nicholas at Wade CE Primary School	Voluntary Controlled

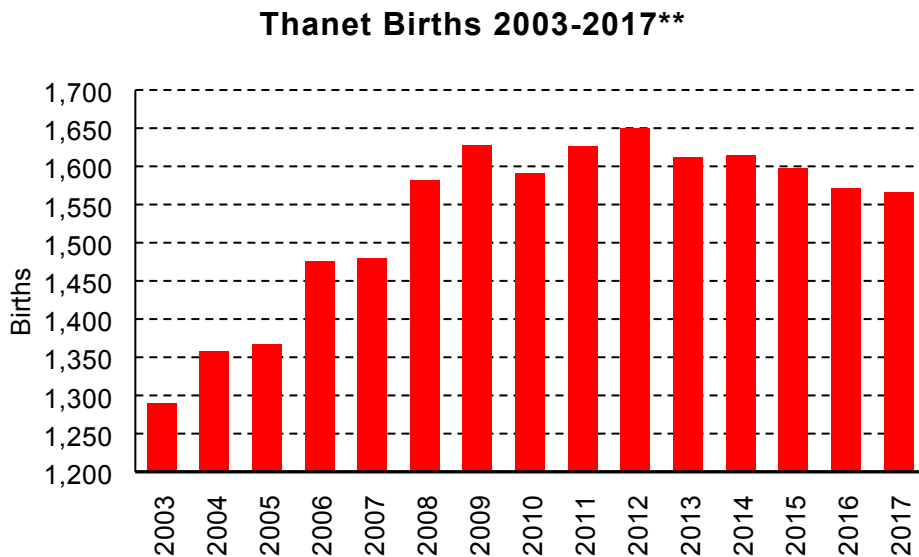


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Thanet Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Margate	495	64	54	89	41	24	32	495
Westgate-on-Sea	210	25	30	39	5	11	7	210
Ramsgate	570	118	97	99	108	111	87	570
Broadstairs	330	1	9	17	21	7	-4	330
Birchington & Thanet Villages	195	32	52	30	19	-17	-58	195
<b>Thanet</b>	<b>1,800</b>	<b>240</b>	<b>243</b>	<b>274</b>	<b>194</b>	<b>136</b>	<b>64</b>	<b>1,800</b>

### Year R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Margate	3,330	292	277	307	275	244	212	3,465
Westgate-on-Sea	1,434	52	65	79	51	42	45	1,494
Ramsgate	3,714	381	448	495	492	476	493	3,856
Broadstairs	2,316	11	2	-3	-31	-75	-97	2,462
Birchington & Thanet Villages	1,213	35	53	51	-45	-196	-328	1,365
<b>Thanet</b>	<b>12,007</b>	<b>771</b>	<b>844</b>	<b>929</b>	<b>741</b>	<b>491</b>	<b>325</b>	<b>12,642</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are therefore predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 389 new homes were built in that year. This was 40 more than the previous year and 64 more than the 5-year average. However, this is below the average of 857 houses per year required to be built to meet the Local Plan.

Forecasts for Thanet District indicate that both Year R and total primary school rolls rise from 2020, but a surplus of places across Thanet District will be maintained throughout the Plan period. From 2019-20 there is a 15.2% surplus of places in Year R reducing to 3.5% in 2022-23. For Years R-6 from 2019-20 there is a 7.5% surplus reducing to 2.6% in 2022-23.

There are significant differences within the individual planning groups with Ramsgate planning group indicating up to 19.5% surplus capacity and Birchington and Thanet Villages planning group indicating a deficit of -29.7% by 2022-23. This is due in part to the number of housing developments that fall within the Birchington and Thanet Villages planning group. Children coming from the developments that border Margate and Broadstairs will be more likely to travel to schools within these planning groups, whilst those coming from developments bordering Ramsgate will



travel to Ramsgate Schools. This will help to reduce surplus capacity in the Margate and Ramsgate planning groups and will reduce the level of deficit in the Birchington and Thanet Villages planning group.

### Ramsgate Planning Group

Forecasts indicate a surplus of Year R places across the Plan period. Discussions will take place with the schools on managing this surplus to ensure all schools remain viable. This could be through temporary reduction of PANs if agreed. Planned developments within the Birchington and Thanet Villages planning group will help to reduce this surplus. A 2FE primary school to serve the Manston Green Development will be required from 2027-2030 if all housing proceeds as set out in the Local Plan.

### Birchington and Thanet Planning Group

Pressure in Birchington and Thanet Villages planning group relates to proposed new housing development included in Birchington, Westgate, Westwood and Manston. There is a pressure of 2FE by 2022 if all new housing is delivered in line with the Local Plan. Pupil product from the developments closer to the Margate and Ramsgate localities could initially be accommodated due to the surplus capacity within these planning groups. If the proposed developments at Birchington and Westgate proceed earlier and at a faster pace, a new 2FE primary school will be required to serve the primary aged children coming forward from these developments.

### Thanet Analysis – Secondary

There are two planning groups which are within Thanet District, one non-selective and one selective (See appendix 14.2 for the non-selective and selective planning group maps). The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Thanet Non-Selective	1,179	79	28	-54	-103	-102	-156	-211	-185	1,159
Thanet Selective	375	-12	-17	-62	-77	-78	-93	-116	-106	345

### Year 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Thanet Non-Selective	5,621	563	411	152	-133	-383	-619	-843	-955	5,795
Thanet Selective	1,782	-43	-68	-158	-286	-373	-457	-552	-589	1,725



### Thanet Non-Selective Planning Group

There are six schools in the Thanet non-selective planning group: Charles Dickens School, Hartsdown Academy, King Ethelbert School, Royal Harbour Academy, St George's CE Foundation School and Ursuline College.

Forecast Year 7 and Years 7-11 places show an increasing deficit over the Plan period and by 2020-21 a deficit of -103 places is predicted for Year 7 rising to -211 in 2023-24.

The new secondary Free School has been commissioned on the site of the former Royal School for the Deaf. The Howard Academy Trust has been confirmed as the successful sponsor via the DfE Free School Presumptive process. The School will open in temporary accommodation in 2020 with 120 Year 7 places, and in 2021 on the new site as a 6FE school. The support of existing schools will be required to provide temporary Year 7 places for 2019 until the new school is delivered.

### Thanet Selective Planning Group

There are two schools in the Thanet selective planning group: Chatham and Clarendon Grammar School and Dane Court Grammar School.

Forecast Year 7 and Years 7-11 places show an increasing deficit over the Plan period and by 2020-21 a deficit of -77 places is predicted for Year 7 rising to -116 (4FE) in 2023-24.

The two Grammar schools in Thanet are both situated on sites where expansion would be difficult and costly. If all housing comes forward, we will discuss with the two Grammar Schools options and solutions for creating additional temporary capacity.

The new secondary school in Thanet will be a wide ability school and will have capacity to meet additional need. In addition, we are proposing to commission a Grammar satellite on the coast in the Canterbury and Faversham selective planning group with up to 5FE of provision. This could have the potential to accommodate additional selective need from Thanet, as the proposed Coastal satellite will be designed to be accessible by students in the Thanet District.

### Planned Commissioning - Thanet

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Ramsgate						2FE at Manston Green
Birchington and Thanet Villages					2FE new provision in Birchington	
Thanet Non-Selective	Up to 60 Year 7 places	4FE new Free school initially opening with Year 7 in temp accommodation	2FE expansion of new Free school		Up to 30 Year 7 places	



Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
Thanet Selective	Up to 60 Year 7 places	Up to 90 Year 7 places	Up to 90 Year 7 places	Up to 5FE Coastal Satellite provision serving Canterbury, Faversham and Thanet		
Special Schools		8 place Year 12 provision at Laleham Gap				
Specialist Resourced Provisions	16 place primary SRP for ASD at Garlinge Primary School	Two 16 place primary SRPs for SEMH.	15 place secondary SRP (or satellite) for SEMH at new secondary Free school			



## 12.14 Tonbridge and Malling

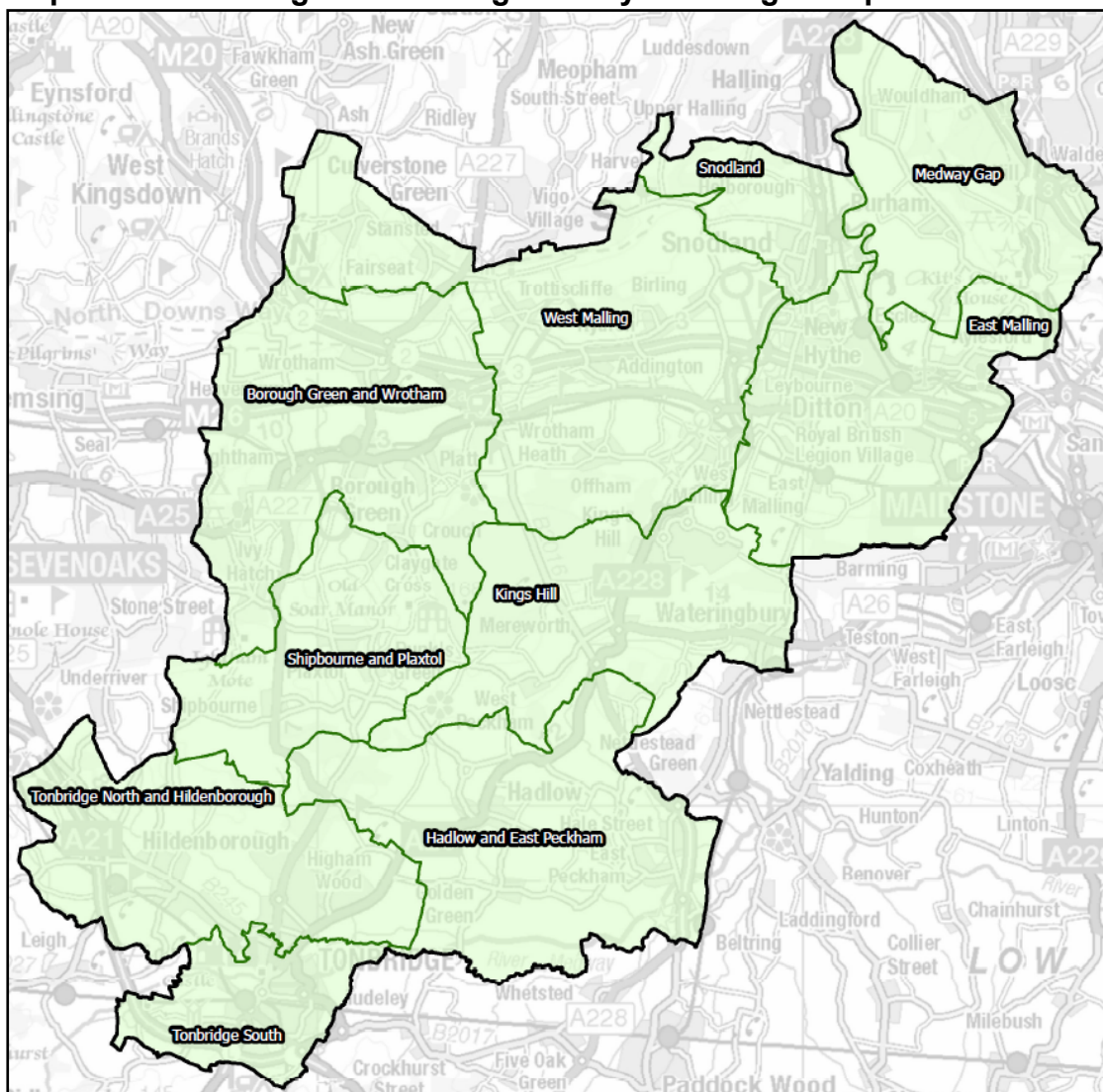
### Borough commentary

- The birth rate for Tonbridge and Malling has fluctuated over the last five years, but overall the trend is slightly upwards. The Borough birth rate is now slightly higher than the Kent and national averages. Birth numbers have been relatively stable in recent years but increased significantly (59 births) in 2017.
- In the summer of 2016, the Strategic Housing Market Assessment of the Borough's housing requirement indicated a need for 13,920 new dwellings during the 20-year Local Plan (2011-31) period or 696 per year. However, once existing planning permissions and known sites are taken into consideration, this figure falls to approximately 6,000 units (400 units per annum, 2016-2031).
- The forecast figures present the demand for places if new housing is delivered in line with the local plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 8.9% for 2019-20 in respect of Year R places, reducing to a surplus of 3.2% in 2022-23. For Years R-6 the surplus would be 2.6% for 2019-20 reducing to a surplus of 0.3% in 2022-23.
  - For secondary education the surplus would be 2.9% for 2019-20 in respect of Year 7 places, reducing to a deficit of -10.2% in 2024-25. For Years 7-11 the surplus would be 9.3% for 2019-20 reducing to a deficit of -8.3% in 2024-25.





## Map of the Tonbridge and Malling Primary Planning Groups



## Tonbridge and Malling Primary Schools by Planning Group

Planning groups	School	Status
Tonbridge South	Bishop Chavasse CE Primary School	Free
	Royal Rise Primary School	Academy
	Slade Primary School	Community
	Sussex Road Community Primary School	Community
Tonbridge North and Hildenborough	Cage Green Primary School	Community
	Hildenborough CE Primary School	Voluntary Controlled
	Long Mead Community Primary School	Community
	St. Margaret Clitherow RC Primary School	Academy
	Stocks Green Primary School	Community
	Woodlands Primary School	Community
Hadlow and East Peckham	East Peckham Primary School	Community
	Hadlow Primary School	Community
Shipbourne and Plaxtol	Plaxtol Primary School	Community
	Shipbourne School	Community
Kings Hill	Discovery School	Community





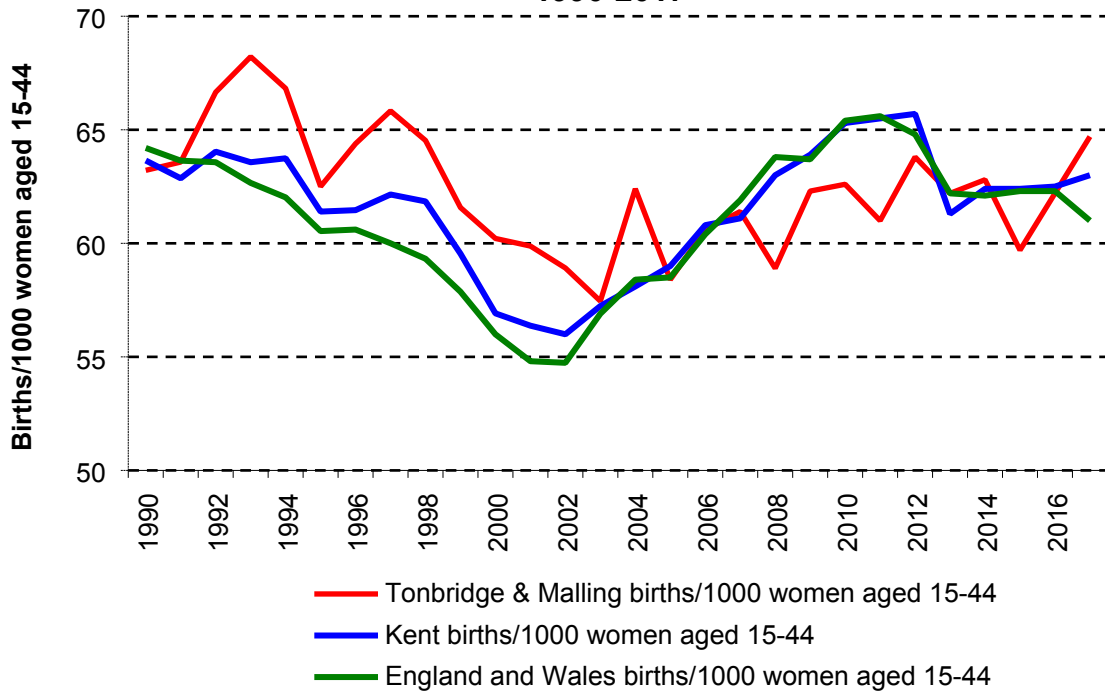
Planning groups	School	Status
	Kings Hill School	Community
	Mereworth Community Primary School	Community
	Valley Invicta Primary School at Kings Hill	Academy
	Wateringbury CE Primary School	Voluntary Aided
Borough Green and Wrotham	Borough Green Primary School	Foundation
	Ightham Primary School	Community
	Platt CE Primary School	Voluntary Aided
	St. George's CE Primary School (Wrotham)	Voluntary Controlled
West Malling	More Park RC Primary School	Academy
	Offham Primary School	Community
	Ryarsh Primary School	Community
	Trottscliffe CE Primary School	Voluntary Controlled
	Valley Invicta Primary School at Leybourne Chase	Academy
	West Malling CE Primary School	Academy
East Malling	Brookfield Infant School	Community
	Brookfield Junior School	Community
	Ditton CE Junior School	Voluntary Aided
	Ditton Infant School	Foundation
	Leybourne St. Peter and St. Paul CE Primary School	Voluntary Aided
	Lunsford Primary School	Community
	St. James the Great Academy	Academy
	St. Peter's CE Primary School (Aylesford)	Voluntary Controlled
	Valley Invicta Primary School at Aylesford	Academy
Snodland	Snodland CE Primary School	Voluntary Aided
	St. Katherine's School (Snodland)	Community
	Valley Invicta Primary School at Holborough Lakes	Academy
Medway Gap	Burham CE Primary School	Voluntary Controlled
	St. Mark's CE Primary School (Eccles)	Academy
	Tunbury Primary School	Community
	Wouldham All Saint's CE Primary School	Voluntary Controlled



## Birth Rate Analysis

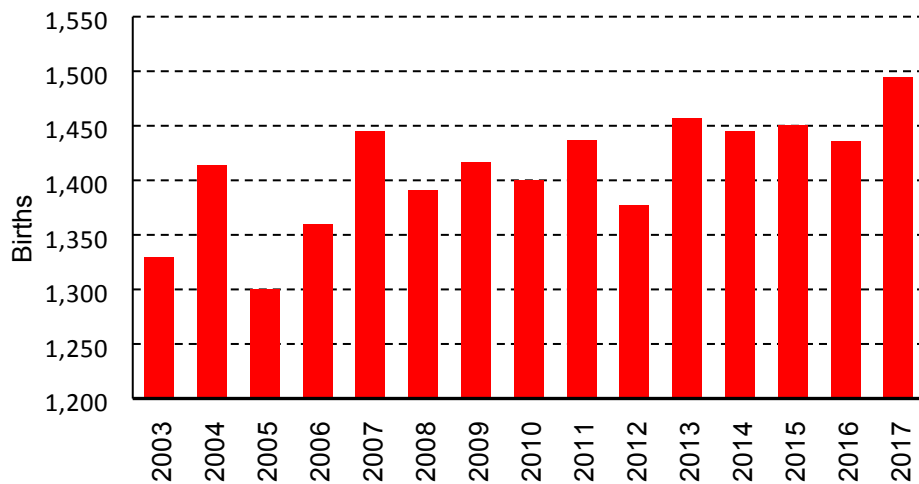
The charts below set out the birth rates and the tables set out the school population figures and forecasts:

**Tonbridge & Malling, Kent and England & Wales Birth Rates 1990-2017\***



\* ONS data

**Tonbridge & Malling Births 2003-2017\*\***



\*\* Health Authority birth data



## Tonbridge and Malling Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Tonbridge South	210	34	46	37	17	16	16	210
Tonbridge North and Hildenborough	300	30	32	35	48	27	28	300
Hadlow and East Peckham	60	6	13	8	13	8	6	60
Shipbourne and Plaxtol	23	4	10	7	7	9	6	23
Kings Hill	240	7	26	35	50	38	35	240
Borough Green and Wrotham	131	2	2	-2	9	-1	-2	131
West Malling	165	5	22	11	14	-17	-11	162
East Malling	294	12	24	-16	-19	-41	-40	264
Snodland	180	12	6	10	-9	0	-1	180
Medway Gap	198	35	23	31	18	17	18	198
<b>Tonbridge &amp; Malling</b>	<b>1,801</b>	<b>147</b>	<b>205</b>	<b>157</b>	<b>148</b>	<b>55</b>	<b>57</b>	<b>1,768</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Tonbridge South	1,095	77	88	101	107	114	113	1,410
Tonbridge North and Hildenborough	2,055	30	24	41	71	81	87	2,100
Hadlow and East Peckham	410	40	43	41	42	33	24	420
Shipbourne and Plaxtol	167	23	28	31	32	38	37	163
Kings Hill	1,698	34	47	52	62	60	76	1,680
Borough Green and Wrotham	917	65	28	11	5	-21	-38	917
West Malling	1,083	31	20	4	-1	-37	-58	1,143
East Malling	1,984	68	43	-25	-68	-129	-185	1,939
Snodland	1,200	96	72	59	26	7	-14	1,260
Medway Gap	1,184	80	53	9	-1	-6	-11	1,356
<b>Tonbridge &amp; Malling</b>	<b>11,793</b>	<b>544</b>	<b>447</b>	<b>323</b>	<b>275</b>	<b>140</b>	<b>31</b>	<b>12,388</b>

The forecasts above account for all expected pupils including those from planned housing in the district. They are, therefore, predicated on the assumption that additional housing is built at the times expected. The 2016-17 KCC Housing Information Annual Report noted that 830 new homes were built in that year. This was 80 fewer than the previous year but just shy of 200 more than the 5 year average.



In the summer of 2016, the Strategic Housing Market Assessment of the Borough's housing requirement indicated a need for 13,920 new dwellings during the 20-year Local Plan (2011-31) period or 696 per year. However, once existing planning permissions and known sites are taken into consideration, this figure falls to approximately 6,000 units (400 units per annum, 2016-2031).

Consultation on the draft preferred Local Plan (Regulation 18), 'The Way Forward' was completed in the Autumn 2016. The Borough Council is in the process of gathering an evidence base and preparing the detailed pre-submission Local Plan (Regulation 19) to be consulted upon during Autumn 2018.

For primary education the overall forecasts indicate sufficient places to meet demand across the Plan period for Year R and all primary years. However, in 2021-22 and 2022-23 places will dip slightly below the recommended 5% surplus for operating capacity. Pressures are also apparent within individual planning groups and actions may need to be taken to address these.

### **Tonbridge North and Hildenborough**

The planning groups are forecast to have surplus Year R and Years R-6 places across the Plan period although Years R-6 places will be below 5% surplus capacity. Surplus places across Year R and Years R-6 in the adjacent Tonbridge South planning group will ensure sufficient places across the Town. However, the pace and scale of housing will be carefully monitored as the planned new developments make a significant difference to the forecasts.

### **Borough Green and Wrotham**

The minor Year R deficits forecast in this planning group will be covered by the surplus capacity in the adjacent planning groups.

### **West Malling**

The forecast deficit arising from 2021-22 will necessitate the phased 1FE expansion at Leybourne Chase from September 2021.

### **East Malling**

A small Year R deficit is anticipated from 2019-20 that increases to 40 places by 2022-23. Subject to the pace and scale of new housing, this will require a 1FE expansion for September 2021.

### **Snodland**

The demand is forecast to fluctuate across the Plan period, with small deficits that would be dependent on new housing. We will monitor the demand over the next 12 months to assess if additional provision is needed.

### **Tonbridge and Malling Analysis Secondary**

There are four planning groups which are within Tonbridge and Malling Borough or which cross the Borough boundary (See appendix 14.2 for the non-selective and selective planning group maps). Three of which are non-selective. The commentary below outlines the forecast position for each of the planning groups. The forecast demand for spaces is heavily dependent on the pace of new housing delivery.



## Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Malling Non-Selective	540	141	61	60	18	24	13	-6	-30	540
Sevenoaks and Borough Green Non-Selective	560	17	3	-35	-40	-70	-85	-88	-97	565
Tonbridge and Tunbridge Wells Non-Selective	1,544	149	56	13	-82	-135	-238	-241	-228	1,469
West Kent Selective	1,170	-23	-25	-98	-114	-165	-242	-220	-220	1,140

## Years 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Malling Non-Selective	2,700	759	581	448	319	219	95	27	-68	2,700
Sevenoaks and Borough Green Non-Selective	2,585	115	46	-4	-61	-127	-222	-323	-397	2,825
Tonbridge and Tonbridge Wells Non-Selective	7,488	936	711	457	185	-219	-612	-930	-1,185	7,345
West Kent Selective	5,177	-61	-108	-264	-411	-554	-766	-977	-1,115	5,700

### Malling Non-Selective Planning Group

There are three schools in the planning group: Aylesford School - Sports College, Holmesdale School and Malling School.

The pressure for Year 7 places is forecast to start from 2020-21, with a small deficit from 2023-24 due to local housing development. We will re-evaluate any possible mitigating action for the 2020-2024 KCP iteration.

### Sevenoaks and Borough Green Non-Selective Planning Group

There are three schools in the Sevenoaks and Borough Green non-selective planning group: Knole Academy, Wrotham School and Trinity School.

There is a deficit for Year 7 places in the planning group from 2019-20 which will need to be mitigated by 1-2FE of provision. This will increase to a deficit of 3-4FE by 2024-25. The short-term pressure derives mainly from Sevenoaks District and proposals are in places to commission 2FE at Trinity School from 2019-20 and further 2FE in Sevenoaks from 2020-21.



In the medium term, an expansion of Wrotham School will be required to respond to new housing growth. The timing of this expansion will be subject to the pace of new housing development.

We forecast a small deficit of Years 7-11 places in 2019-20 (-4 places), increasing to a deficit of -397 places by 2024-25. The commissioning of Year 7 places will, over time, increase the capacity across secondary rolls in this planning group.

### **Tonbridge and Tunbridge Wells Non-Selective Planning Group**

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and St. Gregory's Catholic School.

The planning group has experienced significant demand for additional places in recent years. In response, substantial commissioned expansions in West Kent have created 155 additional permanent Year 7 places, including 90 in this planning group. There have also been various temporary expansions created to ensure adequate places to meet the local demand.

The place pressure is forecast to continue to increase through the Plan period, reaching a peak of a -241 Year 7 place deficit in 2023-24. The strategic response to this demand is a proposed 6FE expansion of an existing school, or a new school from 2021-22. We will also commission a 1FE permanent expansion of Mascalls Academy for September 2020. These proposals will provide sufficient non-selective places until at least 2022-23, at which point new expansions will be linked to additional place pressures driven by the Local Plan developments. In the longer-term, new development in Tonbridge and Malling will necessitate a new 6FE secondary school. A site at a site at Kings Hill has been identified through the emerging Local Plan process. In addition, two new Secondary schools will be required in the longer term to respond to housing developments in Tunbridge Wells.

### **West Kent Selective Planning Group**

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Demand for selective places is forecast to increase and exceed capacity throughout the Plan period, peaking at a deficit of -242 Year 7 places in 2022-23. In response to this demand, we will establish 3FE of boys' selective provision at the Wilderness site as an annexe to an existing boys' grammar school. Additionally, 2FE of girls' selective provision will be required from 2020-21, with 60 temporary selective places in 2019-20. Medium to longer term forecasts indicate that a further 2FE will be required in 2022-23 subject to the pace and scale of housing development.

Changes to priority/preference areas for individual schools from 2019-20 will impact on the future access to grammar schools. This will ensure more local children secure a place to appropriate local grammar provision within the planning group.



## Planned Commissioning – Tonbridge and Malling

Planning Group	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Between 2023-27	Between 2027-2030
West Malling		1 FE at Valley Invicta Primary School at Leybourne Chase				
East Malling			1FE expansion			
Sevenoaks and Borough Green Non-Selective	2FE at Trinity School	2FE in Sevenoaks		1FE at Wrotham School		
Tonbridge and Tunbridge Wells Non-Selective	30 Year 7 places at Mascalls Academy	1 FE at Mascalls Academy	6 FE expansion of an existing school Or a new 6FE school		Two 6FE new schools	6FE new school
West Kent Selective	Up to 60 temporary Year 7 girls' selective places	3FE boys' selective annex at the Wilderness site  2 FE of girls' selective provision		2 FE of girls' selective provision (subject to demand from new housing)		
Special Schools	60 Place special school secondary Satellite in Aylesford.					
Specialist Resourced Provisions	20 ASD places at The Judd					



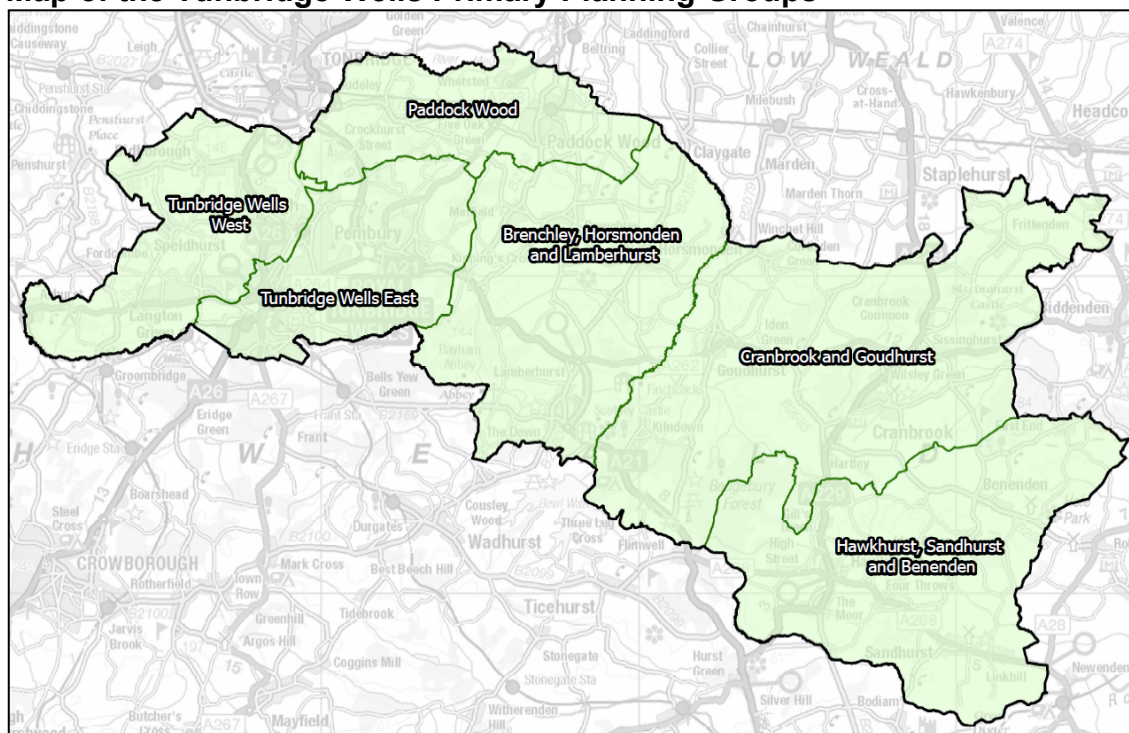
## 12.16 **Tunbridge Wells** **Borough commentary**

- The birth rate for Tunbridge Wells has fluctuated over the past five years but remains below Kent and national figures. The number of live births is slightly reduced from the previous year and around 200 fewer than the peak in 2011.
- Tunbridge Wells Borough Council's Issues and Options document identifies the need for 648 homes per year in Tunbridge Wells Borough over the 2013-33 period (12,960 over 20 years). Consultation on draft site allocations in the emerging Local Plan will commence in March 2019.
- The forecast figures present the demand for places if new housing is delivered in line with the Local Plan expectations, both in terms of numbers and timing. These suggest that if no action is taken:
  - For primary education the surplus would be 9.0% for 2019-20 in respect of Year R places, reducing to a surplus of 6.4% in 2022-23. For Years R-6 the surplus would be 5.6% for 2019-20 reducing to a surplus of 3.7% in 2022-23.
  - For secondary education the deficit would be -0.2% for 2019-20 in respect of Year 7 places, increasing to a deficit of -13.5% in 2024-25. For Years 7-11 the surplus would be 3.3% for 2019-20 reducing to a deficit of -15.1% in 2024-25.





## Map of the Tunbridge Wells Primary Planning Groups



## Tunbridge Wells Primary Schools by Planning Group

Planning Groups	School	Status
Tunbridge Wells East	Broadwater Down Primary School	Community
	Claremont Primary School	Community
	Pembury School	Community
	Skinners' Kent Primary School	Academy
	St. Barnabas CE Primary School	Voluntary Aided
	St. James' CE Infant School	Voluntary Aided
	St. James' CE Junior School	Voluntary Controlled
	St. Mark's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	St. Peter's CE Primary School (Tunbridge Wells)	Voluntary Controlled
	Temple Grove Academy	Academy
	Wells Free School	Free
Tunbridge Wells West	Bidborough CE Primary School	Voluntary Controlled
	Bishops Down Primary School	Community
	Langton Green Primary School	Community
	Rusthall St. Paul's CE Primary School	Voluntary Aided
	Southborough CE Primary School	Voluntary Controlled
	Speldhurst CE Primary School	Voluntary Aided
	St. Augustine's RC Primary School (Tunbridge Wells)	Academy
	St. John's CE Primary School (Tunbridge Wells)	Voluntary Controlled
St. Matthew's High Brooms CE Primary School	Voluntary Controlled	
Paddock	Capel Primary School	Community

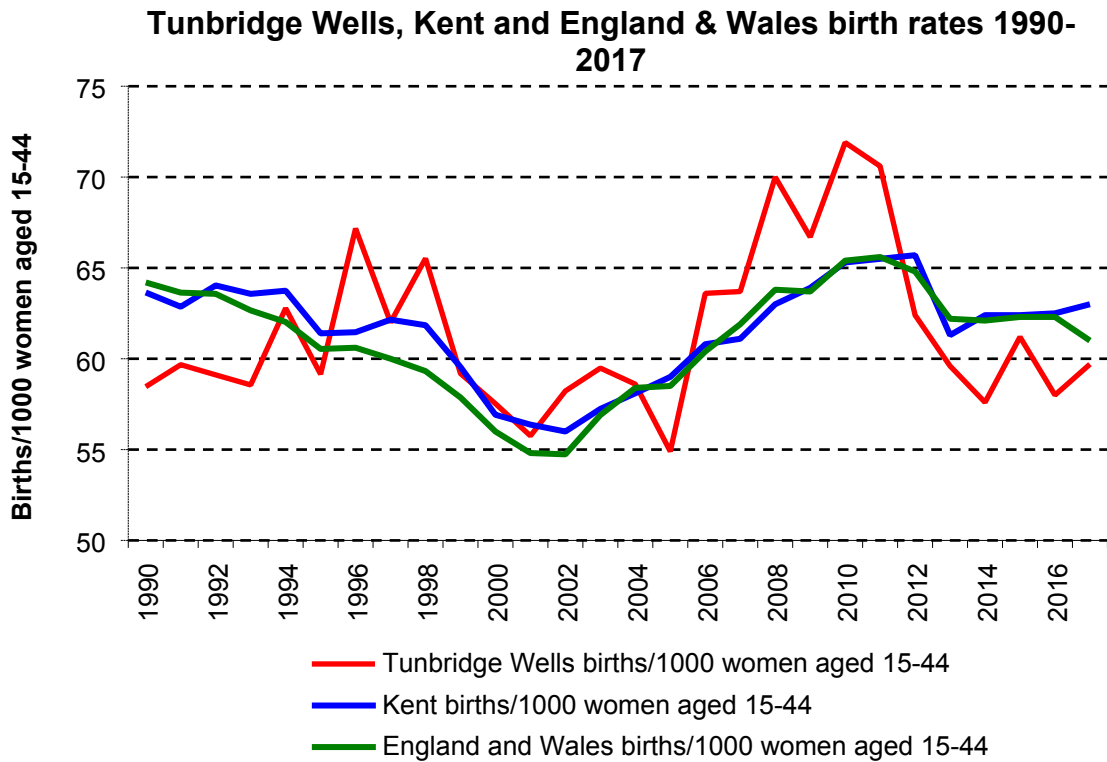


Planning Groups	School	Status
Wood	Paddock Wood Primary School	Community
Brenchley, Horsmonden and Lamberhurst	Brenchley and Matfield CE Primary School	Academy
	Horsmonden Primary School	Community
	Lamberhurst St. Mary's CE Primary School	Voluntary Controlled
Cranbrook and Goudhurst	Colliers Green CE Primary School	Voluntary Aided
	Cranbrook CE Primary School	Voluntary Controlled
	Frittenden CE Primary School	Voluntary Controlled
	Goudhurst and Kilndown CE Primary School	Voluntary Controlled
	Sissinghurst CE Primary School	Voluntary Aided
Hawkhurst, Sandhurst and Benenden	Benenden CE Primary School	Voluntary Controlled
	Hawkhurst CE Primary School	Voluntary Controlled
	Sandhurst Primary School	Community

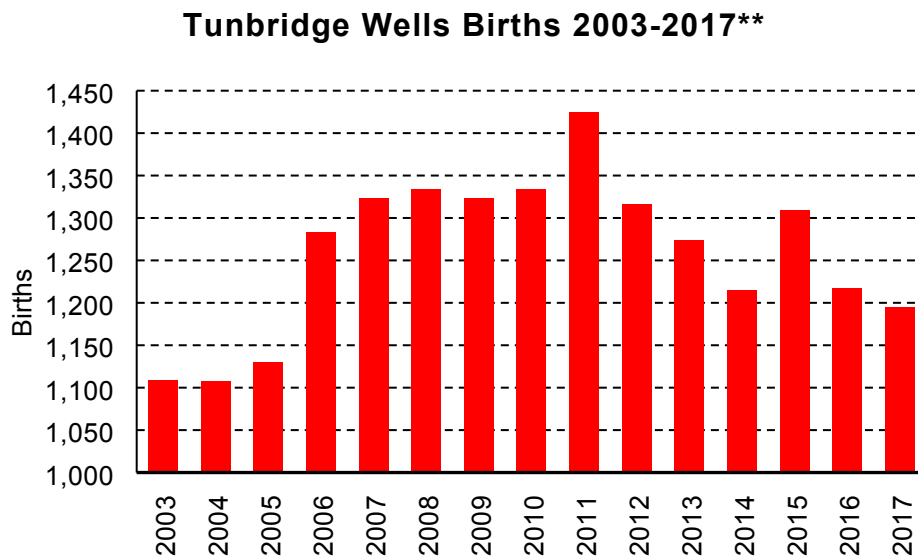


## Birth Rate Analysis

The charts below set out the birth rates and the tables set out the school population figures and forecasts:



\* ONS data



\*\* Health Authority birth data



## Tunbridge Wells Analysis - Primary

### Year R Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Tunbridge Wells East	464	51	64	23	12	8	-6	450
Tunbridge Wells West	455	25	71	48	62	68	55	455
Paddock Wood	120	13	16	-2	16	9	-8	120
Brenchley, Horsmonden and Lamberhurst	90	12	21	10	27	19	16	90
Cranbrook and Goudhurst	111	12	13	14	9	6	8	111
Hawkhurst, Sandhurst and Benenden	85	13	16	24	20	21	19	90
<b>Tunbridge Wells</b>	<b>1,325</b>	<b>126</b>	<b>202</b>	<b>118</b>	<b>145</b>	<b>131</b>	<b>84</b>	<b>1,316</b>

### Years R-6 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

Planning Group	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2022-23 capacity
Tunbridge Wells East	3,214	266	284	203	90	25	-6	3,198
Tunbridge Wells West	3,275	88	140	106	114	177	225	3,195
Paddock Wood	870	53	42	30	17	-6	-58	840
Brenchley, Horsmonden and Lamberhurst	630	74	67	64	73	82	95	630
Cranbrook and Goudhurst	797	66	57	54	34	18	6	777
Hawkhurst, Sandhurst and Benenden	585	89	73	64	63	67	78	620
<b>Tunbridge Wells</b>	<b>9,371</b>	<b>636</b>	<b>662</b>	<b>521</b>	<b>390</b>	<b>364</b>	<b>340</b>	<b>9,260</b>

The forecasts above account for all expected pupils including those from planned housing in the Borough. They are, therefore, predicated on the assumption that additional housing is built at pace expected. The 2016-17 KCC Housing Information Annual Report noted that 461 new homes were built in that year. This was slightly more than the previous year and 200 more than the 5-year average.

Tunbridge Wells Borough Council's Issues and Options document identifies the need for 648 homes per year in Tunbridge Wells Borough over the 2013-33 period (12,960 over 20 years). Consultation on the emerging Local Plan will commence in March 2019. This will include the Borough Council's proposed site allocations for the first time. In anticipation of this, we will identify a strategic response to potential housing allocations within each planning group, including phased expansions and new primary schools.

There are forecast to be sufficient primary places in all years in the Borough across Plan period, with a surplus of Year R places in each year. However, there are



pockets of localised pressure anticipated in specific planning groups, towards the end of the Plan period.

### Tunbridge Wells East

Pressures are forecast from 2020-21 with a small deficit indicated in 2022-23. This potential place demand will be offset by surplus places in the Tunbridge Wells West planning group.

### Tunbridge Wells West

Forecasts indicate there will be a surplus across the Plan period, but we anticipate some pressure from adjacent planning groups that could reduce the surplus places.

The Governing Body at Speldhurst Primary School has expressed an intention to increase capacity from 20 to 30 places, temporarily from 2019-20 and permanently from 2020-21 and has secured funding to achieve this. The school is consistently oversubscribed. Therefore, we will undertake a consultation process during 2018-19 on the basis that this would increase parental choice in the locality.

### Paddock Wood

The demand is set to fluctuate during the Plan period with small deficits indicated for 2019-20 and 2022-23, but surplus places in the other years. It is anticipated that this demand would be met by places in neighbouring planning groups, but we will be carefully monitoring the scale and pace of housing developments in this area.

### Tunbridge Wells Analysis – Secondary

There are four planning groups which are within Tunbridge Wells Borough or which cross the Borough boundary (See appendix 14.2 for the non-selective and selective planning group maps). Two planning groups are non-selective Ashford South and Cranbrook and Tunbridge and Tunbridge Wells. The commentary below outlines the forecast position for each of the planning groups.

### Year 7 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford South and Cranbrook Non-Selective	560	192	158	76	75	84	61	36	79	540
Tonbridge and Tunbridge Wells	1,544	149	56	13	-82	-135	-238	-241	-228	1,469
West Kent Selective	1,170	-23	-25	-98	-114	-165	-242	-220	-220	1,140
Cranbrook Selective	30	0	11	10	9	1	4	12	5	90



## Year 7-11 Surplus/Deficit Capacity if No Further Action is Taken and Planned Housing is Delivered

	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford South and Cranbrook Non-Selective	2,710	720	781	691	598	510	399	282	293	2,700
Tonbridge and Tunbridge Wells	7,488	936	711	457	185	-219	-612	-930	-1,185	7,345
West Kent Selective	5,177	-61	-108	-264	-411	-554	-766	-977	-1,115	5,700
Cranbrook Selective	516	47	44	35	-3	-17	-18	-9	-10	630

### Ashford South and Cranbrook Non-Selective Planning Group

There are two schools in the Ashford South and Cranbrook planning group: High Weald Academy and Homewood School. We are forecasting sufficient Year 7 and Years 7-11 places throughout the Plan period.

### Tonbridge and Tunbridge Wells Non-Selective Planning Group

There are eight schools in the planning group: Hadlow Rural Community School, Hayesbrook School, Hillview School for Girls, Hugh Christie Technology College, Bennett Memorial Diocesan School, Mascalls Academy, Skinners' Kent Academy and St. Gregory's Catholic School.

The planning group has experienced significant demand for additional places in recent years. In response, substantial expansions that have been commissioned in the West Kent that have created 155 additional permanent Year 7 places, including 90 in this planning group. There have also been various temporary expansions created to ensure adequate places to meet the local demand.

The place pressure is forecast to continue to increase through the Plan period, reaching a peak of a -241 Year 7 place deficit in 2023-24. The strategic response to this demand is a proposed 6FE expansion of an existing school or a new school from 2021-22. We will also commission a 1FE permanent expansion of Mascalls Academy for 2020. These proposals will provide sufficient non-selective places until at least 2022-23, at which point new expansions will be linked to additional place pressures driven by the Local Plan developments. In the longer-term, new development will necessitate two new 6FE secondary schools at a sites to be identified through the Local Plan process. Additionally, a new 6FE school will be required at a site identified through the Tonbridge and Malling Local Plan process.

### West Kent Selective Planning Group

There are six schools in the planning group: Judd School, Tonbridge Grammar School, Weald of Kent Grammar School, Skinners' School, Tunbridge Wells Girls' Grammar School and Tunbridge Wells Grammar School for Boys.

Demand for selective places is forecast to increase and exceed capacity throughout the Plan period, peaking at a deficit of -242 Year 7 places in 2022-23. In response to this demand, we will establish 3FE of boys' selective provision at the Wilderness

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site as an annexe to an existing boys' grammar school. Additionally, 2FE of girls' selective provision will be required from 2020-21, with 60 temporary selective places in 2019-20. Medium to Longer term forecasts indicate that a further 2FE will be required in 2022-23 subject to the pace and scale of housing development.

Changes to priority/preference areas for individual schools from 2019-20 will impact on the future access to grammar schools. This will ensure more local children secure a place to appropriate local grammar provision with the planning group.

### **Cranbrook Selective Planning Group**

There is only one school in the Cranbrook selective planning group: Cranbrook School. Forecasts indicate a small surplus of Year 7 places throughout the Plan period, although the places available drops below the minimum 5% surplus during 2021-22 and 2022-23. Cranbrook School has advised us of its intention to increase its Year 7 intake from 30 to 90 places from 2020-21, subject to the Academy securing Selective School Expansion funding from the DfE.

### **Planned Commissioning – Tunbridge Wells**

<b>Planning Group</b>	<b>By 2019-20</b>	<b>By 2020-21</b>	<b>By 2021-22</b>	<b>By 2022-23</b>	<b>Between 2023-27</b>	<b>Between 2027-2030</b>
Tunbridge Wells West	10 Year R places at Speldhurst CEPS	0.3FE at Speldhurst CEPS				
Tonbridge and Tunbridge Wells Non-Selective	30 Year 7 places at Mascalls Academy	1 FE at Mascalls Academy	6 FE expansion on an existing school Or a new 6FE school		Two 6FE new schools	6FE new school
West Kent Selective	Up to 60 temporary Year 7 selective places	3FE boys' selective provision at the Wilderness site  2 FE of girls' selective provision		2 FE of girls' selective provision (subject to demand from new housing)		
Cranbrook Selective		2FE at Cranbrook School				



## 13 Kent Wide Summary

Figure 13.1: Summary of the Commissioning Proposals for Primary Schools

District	by 2019-20	by 2020-21	by 2021-22	by 2022-23	Between 2023-27	Between 2027-2030
Ashford		1FE	2FE	1FE	1.3FE	3FE
Canterbury		1FE		1 FE 30 Year R places	2FE	3FE
Dartford	2FE	3FE	2FE	1FE	4FE	2FE
Dover					2FE	3FE
Folkestone & Hythe						3.2FE
Gravesham	1FE	1FE		1FE	1FE	
Maidstone	30 Year R places	4FE	2.6FE			
Sevenoaks						
Swale			0.5FE	2FE	1FE	
Thanet					2FE	2FE
Tonbridge and Malling		1FE	1FE			
Tunbridge Wells	10 Year R places	0.3FE				
<b>Totals</b>	<b>3FE</b> <b>40 Year R places</b>	<b>11.3FE</b>	<b>8.1FE</b>	<b>6FE</b> <b>30 Year R places</b>	<b>13.3FE</b>	<b>16.2FE</b>

**Total of 58\* across the planned period and 70 temporary Year R places**

\*All figures rounded to the nearest 0.5FE





**Figure 13.2: Summary of the Commissioning Proposals for Secondary Schools**

District	by 2019-20	by 2020-21	by 2021-22	by 2022-23	Between 2023-27	Between 2027-2030
Ashford	Up to 60 Year 7 non-selective places  Up to 60 Year 7 selective places	Up to 90 Year 7 non-selective places  1FE selective expansion  Up to 30 Year 7 selective places	Up to 60 Year 7 non-selective places  2FE selective	4FE non-selective	2FE non-selective	2FE non-selective
Canterbury*	Up to 30 Year 7 non-selective places  Up to 30 Year 7 selective places	Up to 60 Year 7 non-selective places  Up to 30 Year 7 selective places	5FE non-selective  Up to 90 Year 7 selective places	5FE selective	1FE non-selective	
Dartford	4FE non-selective		4FE non-selective  6FE selective	2FE non-selective	6FE non-selective	4FE non-selective
Dover		Up to 60 Year 7 non-selective places	Up to 60 Year 7 non-selective places	Up to 60 Year 7 non-selective places	Up to 180 Year 7 non-selective places	Up to 180 Year 7 non-selective places
Folkestone & Hythe		Up to 30 Year 7 non-selective places	Up to 30 Year 7 non-selective places	Up to 90 Year 7 non-selective places	Up to 60 Year 7 non-selective places	Up to 30 Year 7 non-selective places
Gravesham**	3FE non-selective  1FE selective	1FE non-selective	2FE non-selective  1FE selective		4FE non-selective  1FE selective	
Maidstone	Up to 90 Year 7 non-selective places	6FE non-selective  Up to 30 Year 7 non-selective places	2FE non-selective	2FE selective	Up to 90 Year 7 non-selective places  1FE selective	
Sevenoaks	2 FE non-selective	2 FE non-selective		1FE non-selective		



District	by 2019-20	by 2020-21	by 2021-22	by 2022-23	Between 2023-27	Between 2027-2030
Swale	Up to 45 non-selective Year 7 places  Up to 45 Year 7 selective places	Up to 45 non-selective Year 7 places  Up to 45 Year 7 selective places	Up to 120 non-selective Year 7 places  Up to 70 Year 7 selective places	2FE non-selective  Up to 60 non-selective Year 7 places  Up to 90 Year 7 selective places	6FE non-selective  3FE selective	
Thanet	Up to 60 Year 7 non-selective places  Up to 60 Year 7 selective places	4FE non-selective  Up to 90 Year 7 selective places	2FE non-selective  Up to 90 Year 7 selective places		Up to 30 Year 7 non-selective places	
Tonbridge and Malling						6FE non-selective
Tunbridge Wells***	Up to 30 Year 7 non-selective places  Up to 60 Year 7 selective places (girls)	1FE non-selective  7FE selective (3FE boys, 2FE girls, 2FE co-ed)	6FE non-selective	2FE selective (girls)	12FE non-selective	
<b>Totals</b>	<b>10FE 570 Year 7 places</b>	<b>22FE 510 Year 7 places</b>	<b>30 FE 520 Year 7 places</b>	<b>18FE 300 Year 7 places</b>	<b>36 FE 360 Year 7 places</b>	<b>12FE 210 Year 7 places</b>

\* There is a possibility that some of these unnamed selective places could be commissioned at the one school in the planning group that is in Swale District.

\*\*There is a possibility that some of these unnamed non-selective places could be commissioned at the one school in the planning group that is in Dartford Borough.

\*\*\*There is a possibility that some of these unnamed non-selective places could be commissioned at the schools in the planning group that is in Tonbridge and Malling Borough.

**Total of 128FE across the planned period and 2,470 temporary Year 7 places.**



**Figure 13.3: Summary of Commissioning Intentions for Specialist Provision**

District	by 2019-20	by 2020-21	by 2021-22	by 2022-23	Between 2023-27	Between 2027-2030
Ashford	26 places	14 places				
Canterbury	76 places					
Dartford		15 places	235 places			
Dover		30 places	168 places			
Folkestone and Hythe						
Gravesham	15 places					
Maidstone	135 places	183 places				
Sevenoaks	15 places					
Swale		168 places	120 places			
Thanet	16 places	40 places	15 places			
Tonbridge and Malling	80 places					
<b>Totals</b>	<b>363 places</b>	<b>450 places</b>	<b>538 places</b>			

**A total of 1,351 places across Key Stages 1 to 5 are planned for the forecast period.**



## 14 Appendices

### 14.1 Forecasting Methodology Summary

Forecasting methodology remains broadly the same as in previous years with pre-school population data obtained from the local health authority and projected forwards into Reception at Kent mainstream primary schools.

Average travel to school flows are used to distribute Reception pupils from each primary planning group into individual primary schools and any out of county reception pupils are also factored in at this point.

Pupils are then aged year on year, taking into account migration, transfer and distribution rates as they progress through, as well as new housing developments in the group. Four years' worth of pre-school and schools census roll data (including the current year's data) is processed by the Edge-ucate forecasting system.

A cohort survival rate (the % change in cohort size from one school year to the next) is calculated within the system on a trend-basis, for each year group transition, across each primary planning group. Four years of schools' census data (to get three years of transition) is used.

The resulting cohort survival rates are reflected as a yearly percentage increase or decrease on the cohort size, subject to pre-determined minimum and maximum limits to moderate the effect of any outlying data points that may skew the forecasts. This level of migration (or net change) by education planning group is assumed to continue throughout the forecasting period.

Housing data is supplied by Kent's 12 district councils through the yearly Housing Information Audit (HIA) process and includes larger allocated expected to come forward within the planning period, together with those that already have full and detailed planning permission. Where the HIA data does not reach the planning policy level of housebuilding, a balancing figure by education planning group is assumed, calculated according to each planning group's relative size.

The expected impact of new housing development is assessed at the primary planning group level. To avoid so-called 'double counting' the *higher of* pupil product forecast from allocated sites for new housing development or the impact of net migration is carried forward into future years of the forecasts.

In much the same way as for Reception pupils, the Year 7 forecast is calculated by applying an uptake ratio to Year 6 (again, by primary planning group) before a travel to school matrix is used to distribute the cohort into individual secondary schools.

Transition between Year 11 and 12 is managed in the same way as other transition points, although sixth form stay-on rates (between Year 12-13 and Year 13-14+) are applied on an individual school basis, representing the net difference in year group sizes from one year to the next, as they progress through the post-16 phase.

Forecasts that are driven by applying historic trend-based data inherently assume 'no change' in recent travel to school patterns. When the school age population is rising a trend-based forecast may over-estimate the future roll of oversubscribed



schools and under-estimate the future roll of less popular schools which currently have a surplus capacity. At secondary level, this effect is now moderated to a degree by the newly introduced grammar school capping process (see below).

Primary pupil forecasts have not been moderated in any way to take account of 'supply-side' factors e.g. by capping the forecast once it reaches the planned admission number and redistributing to alternative local schools.

#### Changes to education planning groups and forecasting methodology

Kent has undertaken a major overhaul of both the composition of planning groups and forecasting methodology for this year's Commissioning Plan. The number of primary planning groups has been reduced to 94 from 117 while there has been a fundamental reorganisation of the way that Kent forecasts demand and plans for secondary provision through the introduction of 11 selective and 18 non-selective planning groups.

The key driver of establishing the new planning groups was to review and increase the rates by which these groups retain their resident pupils, the 'retention rates' – and this exercise has resulted in an average retention rate of 77.0% for primary planning groups, 84.4% for secondary non-selective planning groups and 90.3% for secondary selective (grammar) planning groups.

The secondary planning groups use primary planning groups as their building blocks, so each primary planning group is assigned to two different secondary planning groups; one selective and the other non-selective. These groups cover different geographies reflecting different travel to school patterns for selective and non-selective education.

As part of the newly introduced system of capping forecasts for selective (grammar school) pupils, the number of out of county pupils attending Kent grammar schools is assumed to be a constant figure over the forecasting period, and effectively reduces the number of grammar school places notionally available to Kent resident pupils.

The forecast number of Year 7 grammar school pupils resident in each secondary (selective grammar) planning group is compared to the following:

- The remaining Year 7 capacity of grammar schools in each secondary (selective grammar) planning group (after deducting out of county pupils)
- The *expected* grammar school intake\*

\* this is the combined total of forecast Year 6 pupils resident in the primary planning groups that comprise each selective grammar planning group multiplied by the percentage of the cohort in each selective grammar planning group that pass the Kent Test.

If the system has allocated a higher number of Year 7 grammar school pupils than the both the capacity of local grammar schools **and** the *expected* grammar school intake, then forecasts will be adjusted down until one of those thresholds is reached. The number of pupils diverted away from grammar schools is transferred back to non-selective schools.



## Forecasting Accuracy

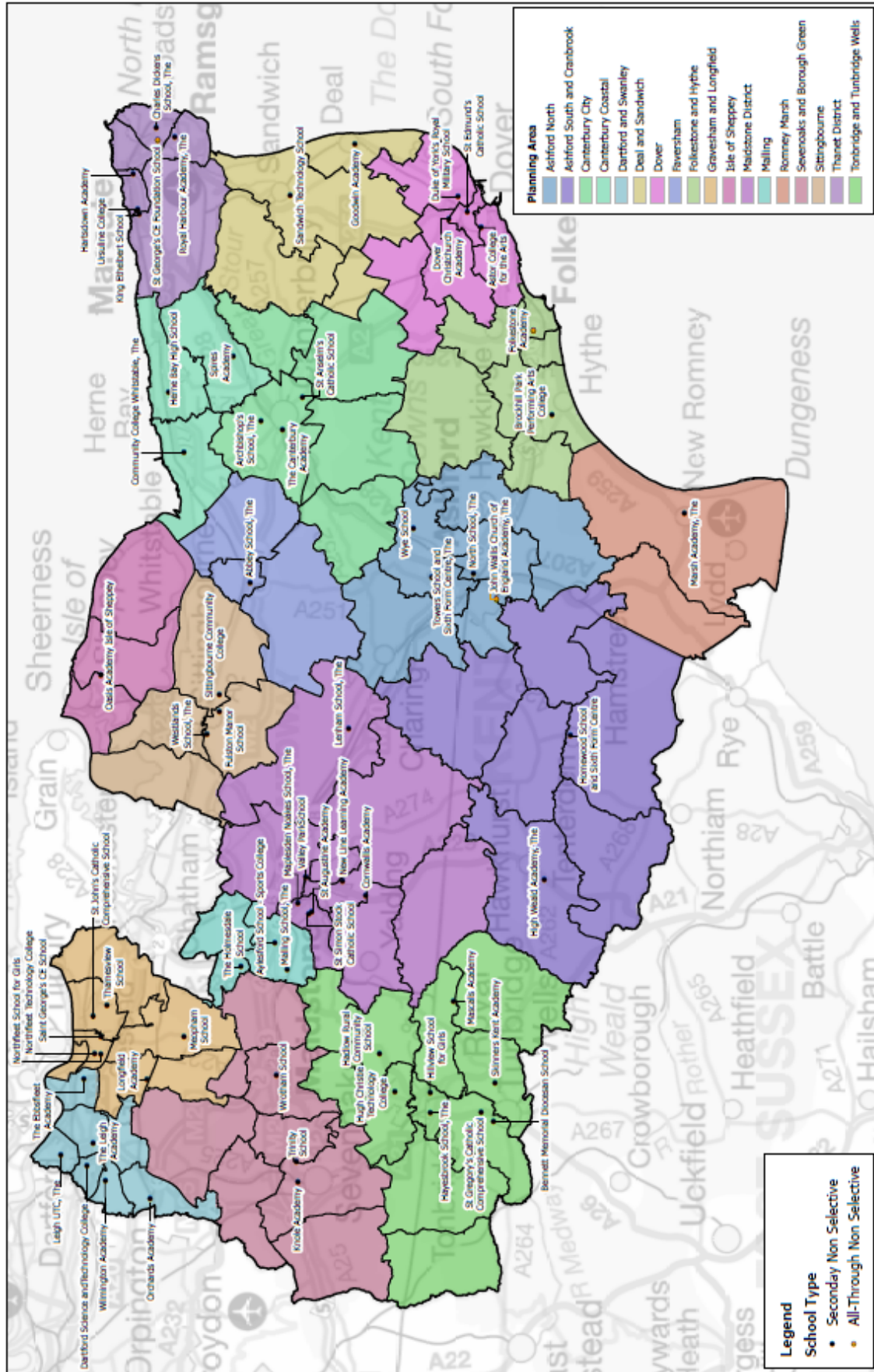
Forecasting accuracy is checked every year against October Schools Census roll data for both current and retrospective sets of forecasts. For the last three years Kent's pupil forecasts for both primary and secondary schools have achieved a one percent (positive or negative) variance against actual roll data for all forecast years between one and four years ahead.

Potential reasons for variances outside of accepted tolerance at district council level are investigated further, where expected versus actual levels of uptake, migration and housing are carefully analysed to try to pin-point the cause of the difference.



## Appendix 14.2: Secondary Planning Group Maps

### Non-selective Secondary Planning Groups



This map is based upon Ordnance Survey data with the permission of Ordnance Survey. It is not to be used for navigation. © Crown Copyright. Ordnance Survey 100019238 2018

Map 10.4  
 Source - Management Information System Database

Management Information, KCC  
 03/07/2018









From: **Roger Gough, Cabinet Member for Children, Young People and Education**  
**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

To: Children's, Young People and Education Cabinet Committee – 29 November 2018

Subject: School Funding Arrangements for 2019-20

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: All

### Summary:

This paper advises Members about the proposals contained within the School Funding Formula Consultation 2019-20 which occurred between 15 October and 16 November 2018.

KCC is not proposing any further changes to the Local Funding Formula (LFF) funding rates for 2019-20 that were reported to this Committee on 5 December 2017, formed part of the Cabinet Member Decision 17/00109, and further published alongside the 2018-19 school budgets at the end of February 2018.

The paper focuses on the two proposals within the Consultation:

- (i) the introduction of a split site factor into the Local Funding Formula (LFF);
- (ii) a request to maintain the 0.5% transfer of the Schools Block (SB) to the High Needs Block (HNB), agreed in 2018-19 and adding a further 0.5% transfer from the SB to the HNB in 2019-20, making a total of 1%.

The paper also provides an analysis of the responses to the consultation.

### Recommendation:

The Children's, Young People and Education Cabinet Committee is asked to consider and comment, to inform the decision of the Cabinet Member for Children, Young People and Education, on the specific proposals to;

- a) introduce a split site factor, and
- b) to repeat the 0.5% transfer of funds from the Schools Block to the High Needs Block in 2018-19 and to transfer a further 0.5% for 2019-20. Both transfers would be from 1 April 2019.

## 1. Introduction

- 1.1 2019-20 is the second year of the National Funding Formula (NFF) for schools, high needs and central schools' services. These blocks will sit alongside the Early Years NFF which was introduced in 2017-18.

- 1.2 The Government has allocated to Local Authorities the SB Dedicated Schools Grant (DSG) by calculating an individual notional budget for each school in the country using a NFF. The DfE have previously confirmed that each local authority (LA) will continue to set a schools' LFF, in consultation with schools. This is known as a Soft NFF.
- 1.3 In 2019-20 the NFF will set notional allocations for each school, which will be aggregated, and used to calculate the total SB received by KCC. The DfE have advised that LAs will continue to determine local formulas in 2020-21 – this represents an extension of previous arrangements by a further year. The Government has not yet stated when the Hard NFF will be introduced.
- 1.4 The longer-term ambition of the Government is to introduce a Hard NFF which removes the need for a LFF. A Hard NFF is where the Government calculates a budget for each school in the country using one formula and one set of funding rates, and this funding is then passed from Government to individual schools with no (or very little) LA involvement.
- 1.5 As a result of the NFF reforms which commenced last year, Kent's SB DSG will increase as follows:

Table 1 <i>figures subject to rounding</i>	Increases in funding			
	Annual increase		Cumulative increase	
	£'m	%	£'m	%
2018-19	+£27.6m	+3.3%	+£27.6m	+3.3%
2019-20	+£22.3m	+2.6%	+£49.9m	+5.9%
Once NFF is fully implemented	+£12.2m	+1.4%	+£62.1m	+7.4%

Note: this excludes the impact of rising pupil numbers

## 2. Proposed changes to the LFF in 2019-20

- 2.1 Two changes have been proposed to the LFF for 2019-20. These were consulted upon with all Kent schools via a School Funding Consultation which ran for five weeks from 15 October to 16 November 2018. The Schools' Local Funding Formula Consultation can be viewed at [Annex 1](#). The responses to the Consultation have been analysed and are set out in [Annex 2](#).
- 2.2 The Consultation focuses on two proposals:
- The introduction of a Split Site factor into the LFF, to provide additional funding to schools and academies for unavoidable costs incurred due to a school being located on more than one site. The consultation focuses solely on the principal to introduce a split site factor and does not provide information on criteria or amount.
  - Continue to maintain the 0.5% transfer of the SB to the HNB agreed in 2018-19 and add a further 0.5% transfer from the SB to the HNB in 2019-20, making a total of 1%. This will help to meet the growing demand for High

Needs Funding that supports the needs of children with profound and complex SEND.

- 2.3 In total we received 112 responses to the Consultation. Details of the responses are contained within [Annex 2](#). In relation to the two questions we have shown the responses in two different ways, although they are both very similar in terms of what they are telling us. The first is total responses and the second (shown in *blue italics*) is based on only one response per school.

#### Split site factor

- 2.4 With regards to our proposal to introduce a Split Site factor, 39 (35%) of those who responded supported its introduction, whilst 54 (48%) were against its introduction. We had 19 (17%) who responded saying they did not know whether they supported the proposal or not.
- 2.5 In terms of the comments we received against this proposal;

Those in favour said;

“we support this factor if it funds genuine unavoidable costs”

“the cost challenges for split site schools are around communication and transport”

“additional staffing costs are necessary to safeguard student welfare”

“the removal of this factor in 2013-14 has had significant implications for my school and I would welcome any initiative to restore it”

“the number of split site schools are in the minority and there is a danger that their voices may not be heard”

Those not in favour said;

“inclusion of a split site factor would delay the introduction of the NFF”

“there are many local factors that affected schools that bring additional costs”

“no detail on potential costs of this proposal”

“concern about defining eligibility for this factor if introduced”

“we would only support this proposal if it resulted in an increase to the overall DSG to Kent – this cannot be guaranteed”

#### Transfer to the High Needs Block

- 2.6 In relation to the proposal to transfer 1% from the Schools Block to the High Needs Block, 74 (66%) supported the transfer, 35 (31%) did not support the transfer, and 3 (2%) indicated that they did not know.

## 2.7 In terms of the comments we received against this proposal;

Those in favour said;

“We will reluctantly support this transfer given the degree of need, but feel this is little more than a sticking plaster and government needs to understand the size of the problem”

“The LA will need to measure as the funding shifts to more local provision the impact on pupil outcomes”

“Kent must provide as much funding as possible for its most vulnerable pupils and students”

“The crisis in High Needs funding would be considerably worse without this transfer”

“I support this transfer based on the current levels of demand”

Those not in favour said;

“All available funding within the Schools Block should be allocated directly to schools until we have fully implemented the NFF”

“This is now a national crisis and we should not be put in a position locally of having to rob Peter to pay Paul – central government should provide adequate funding for pupils with SEND”

“This funding should be used to increase AEN factors within the LFF”

“Does this mean that you will want to transfer 1.5% next year?”

“To say that the transfer would not have any impact of the LFF rates for 2019-20 is disingenuous, as some schools are not funded at the Minimum Funding Level”

2.8 Views on the equality impact assessment were also sought as part of the consultation, although we only received two comments.

## 3. School funding rates and previous consultation

3.1 In the Autumn of 2017 a detailed consultation was held with all schools on proposals to change Kent’s LFF following the Government’s introduction of the NFF. Most Kent schools supported the direction of travel to replicate the NFF wherever possible, while taking into consideration local circumstances. The agreed local circumstances that were recognised when the LFF was approved last year, were as follows:

- a) In accordance with DfE rules, we transferred 0.5% (£4.4m) from the SB to High Needs Block (HNB) to help meet the unfunded demand pressure caused by the continued growth in the number of High Needs pupils. This was a one-off transfer and this funding has been returned to the Schools

- b) We increased our Growth Budget by £2m to support the expansion of schools to meet the rising school population (referred to as Basic Need).
  - c) We decided to retain a higher lump sum in Kent's LFF (at £120,000 plus area cost adjustment) to offer protection to our smallest primary schools. The NFF lump sum has been set £10,000 lower. The cost of this protection is around £5.5m.
- 3.2 [Annex 3](http://www.kent.gov.uk/schoolfundingconsultation) (available to view online at [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation) as Appendix 3), details Kent's LFF rates for 2018-19 and 2019-20.
- 3.3 There is one minor technical change relating to the Low Prior Attainment (LPA) factor for Primary Schools. For Primary Schools, the Early Years Foundation Stage Profile (EYFSP) is the indicator used to allocate funding for LPA. Since 2013 eligibility has been determined by a judgement 'did not achieve a good level of development', and prior to 2013 eligibility was determined by a score of either 73 or 78. Nationally, more children are annually recorded under the judgement criteria than the score, therefore each year more children are identified. Overall the same amount of funding is distributed using LPA and in order to ensure the LPA pot size is at the same level, the funding rate has to be adjusted down. The DfE have confirmed that the LPA NFF rate published in 2018-19 of £1,050 has now been reduced to £1,022. The actual LFF rate implemented will depend on the EYFS measure of the number of children not achieving a Good Level of Development in Kent schools.
- 3.4 Apart from the minor technical change detailed above, we are pleased to confirm that we are not proposing to make any further changes to what we have previously consulted upon in 2018-19. This means that we are confident that we can honour the LFF rates for 2019-20 as set out in [Annex 3](#).

#### **4. High Needs Funding**

- 4.1 One of the areas of biggest change arising from the funding reforms has been the way in which support for pupils with Special Educational Needs and Disabilities (SEND) is funded. Since the introduction of the SEND Code of Practice in September 2014, there has been a year-on-year increase in the demand placed on the HNB due to increased numbers of children and young people with Education Health and Care Plans (EHCPs) and requiring additional support. This continued increase in demand is reflected nationally and is resulting in a significant shortfall in High Needs Funding (HNF). To continue to meet the needs of children with profound and complex SEND, we are required to seek school leaders' views on a proposal to transfer 1% of the DSG SB to the HNB. The 1% is made up of the 0.5% already transferred from the SB in 2018-19 and a further 0.5% in 2019-20. In total we estimate this transfer to equate to £8.8m.
- 4.2 The number of young people who require support for their high needs is rising exponentially and funding is unable to keep pace with this demand. In 2018-19, the High Needs budget for placement costs (excluding alternative provision and statutory LA responsibilities) is £157m. We are currently overspending this budget by approximately £10m.

- 4.3 In common with many LAs, KCC is seeking to address the sufficiency of the High Needs Funding (HNF) by transferring monies from the Schools Block (SB) of the NFF to the High Needs Block (HNB). Over the last two years, Kent County Council has moved a total of £12.9m from Schools Block to High Needs Block.
- 4.4 In 2018-19, there was a transfer of 0.5% from the SB to the HNB, agreed following a consultation with schools, and further supported by the Schools' Funding Forum (SFF). We assumed that this transfer would be made permanent and that the facility to transfer another 0.5% would also exist in 2019-20, combining to make a 1% transfer of funds from the SB to the HNB. However, the DfE funding guidance for 2019-20 advised us that not only was the transfer of 0.5% in 2018-19 not made permanent, but that KCC would need to consult with schools and the SFF annually for permission to transfer funds between blocks. In addition, the Secretary of State's agreement would also be required. The consequence of this change in guidance is that the 2018-19 financial transfer of the SB in favour of the HNB, has not been baselined for calculating budgets for 2019-20.
- 4.5 In effect, this means that KCC can transfer money for only one year to fund the High Needs pressures. In order to transfer 1% in 2019-20, we are obliged to consult with schools again.
- 4.6 The block transfer proposed is within the available DSG for 2019-20 and as already stated would see **no change** to the indicative Kent LFF rates for 2019-20 which were consulted on in the Autumn 2017, agreed at the Schools' Funding Forum on 1 December 2017 and published as part of the information pack which accompanied the publication of the 2018-19 School Budgets in late February 2018.
- 4.7 In order to transfer 1% from the SB to the HNB the LA is required to:
- 1) Consult all schools.
  - 2) Seek agreement from the Schools' Funding Forum (meeting scheduled for 30 November 2018).
  - 3) Submit a disapplication to the Secretary of State (SoS) for any transfer over 0.5%.
- 4.8 The DfE requires that any proposal to transfer funding from the SB to the HNB should be presented with evidence to back up the transfer proposal and shared with schools as part of the School Funding Consultation. The case for the proposed transfer is set out in great detail in [Annex 1](#) and evidences the scale of our challenge.
- 4.9 We intend to address this challenge across a number of fronts:
- 1) We, along with many other local authorities, are lobbying Government for an improved settlement, recognising the unprecedented growth in demand.

- 2) We are seeking views on the proposal to transfer 1% to offer some immediate financial support to the High Needs budget.
- 3) We are implementing a significantly detailed SEND Action Plan to find ways to meet increasing demands and sustainably and fairly deliver better outcomes in terms of the learner, provision and cost.

4.10 Details on all three strands are contained within the consultation document attached at [Annex 1](#).

## **5. Conclusion**

5.1 Almost half of those schools who responded to the consultation are not in favour of the introduction of a split site factor into the Kent Local Funding Formula, with only 35% in support of its introduction. Whilst the consultation was running, a sub group of the Schools' Funding Forum have been considering potential criteria for eligibility and quantifying the unavoidable costs associated with a school operating over a split site. This more detailed information is being presented to the Schools' Funding Forum on 30 November along with the consultation responses contained within this paper.

5.2 With regards to the High Needs transfer, if it proceeds, the LA is confident that it would be able to afford the LFF funding rates it has already published for 2019-20. Stability in school funding is paramount and that is why the Authority is confident that turbulence in school budgets will be avoided if this transfer is supported.

5.3 We consulted with schools about our High Needs Funding challenge – the upward pressure on provision and resources, and our proposal to transfer 1% of the SB to the HNB for 2019-20. Two thirds of those who responded to the consultation support our proposal to transfer 1% to the HNB. Over the medium term this transfer, along with management action, will place us in a stronger position so that we are more able to bridge the anticipated future High Needs funding demand within the anticipated funding levels.

5.4 Working with Special School headteachers, we have identified a further series of actions that are encapsulated in a SEND Action Plan which will be the vehicle for delivering sustained improvements over the next 18 months.

## **6. Recommendation**

6.1 The Children's, Young People and Education Cabinet Committee is asked to consider and comment, to inform the decision of the Cabinet Member for Children, Young People and Education, on the specific proposals to;

a) introduce a split site factor, and

b) to repeat the 0.5% transfer of funds from the Schools Block to the High Needs Block in 2018-19 and to transfer a further 0.5% for 2019-20. Both transfers would be from 1 April 2019.

## **7. Background Document**

7.1 The Kent Schools' Local Funding Formula Consultation documents, including the LFF Funding Rates for 2019-20 and the Consultation response analysis can all be found in the link below:

<https://www.kent.gov.uk/schoolfundingconsultation>

## **8. Contact details**

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# KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

**DECISION TO BE TAKEN BY:**

Roger Gough,  
Cabinet Member for Children, Young People and  
Education

**DECISION NO:**

18/00060

For publication

Key decision: Yes

Reason Key: Affects 2 or more electoral divisions

**Subject: School Funding Arrangements for 2019-20**

**Decision:**

As Cabinet Member for Children, Young People and Education, I agree to:

- a) introduce a split site factor, and
- b) repeat the 0.5% transfer of funds from the Schools Block to the High Needs Block in 2018-19 and to transfer a further 0.5% for 2019-20. Both transfers would be from 1 April 2019.

**Reason(s) for decision:**

The split site factor would be to recognise the genuinely unavoidable costs associated with schools with a single Department for Education (DfE) number but who operate on more than one site. The consultation focused on the principal if this was a factor that schools would like to see within their Local Funding Formula. Details of eligibility and funding rates are still to be developed (if there is support to introduce such a factor).

The reasons behind the proposal to transfer funding from the Schools Block to the High Needs Block to support the growing demand is set out in detail within our Consultation document.

**Financial Implications:**

The costs associated with both proposals would be fully met from the Dedicated Schools Grant and will not be a cost to Council funding.

**Equality Implications**

An EqIA assessment has been undertaken.

**Cabinet Committee recommendations and other consultation:**

This matter was initially considered by the Schools' Funding Forum on 28 September (this discussion focused on principals) before being considered by the Children, Young People and Education Cabinet Committee on 29 November and their views will be added following the meeting. The Schools' Funding Forum will also consider the consultation responses at their meeting on 30 November.

**Any alternatives considered and rejected:**

Almost half of those schools who responded to the consultation are not in favour of the introduction of a split site factor into the Kent Local Funding Formula, with only 35% in support of its introduction.

With regards to the High Needs transfer, if it proceeds, the LA is confident that it would be able to afford the LFF funding rates it has already published for 2019-20. Stability in school funding is paramount and that is why the Authority is confident that turbulence in school budgets will be avoided if this transfer is supported.

We consulted with schools about our High Needs Funding challenge – the upward pressure on provision and resources, and our proposal to transfer 1% of the SB to the HNB for 2019-20. Two thirds of those who responded to the consultation support our proposal to transfer 1% to the HNB. Over the medium term this transfer, along with management action, will place us in a stronger position so that we are more able to bridge the anticipated future High Needs funding demand within the anticipated funding levels.

Working with Special School headteachers, we have identified a further series of actions that are encapsulated in a SEND Action Plan which will be the vehicle for delivering sustained improvements over the next 18 months.

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

.....

**signed**

.....

**date**

# Kent Schools' Local Funding Formula Consultation 2019-20

## Consultation Document

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**Kent County Council**

**Children, Young People and Education**

**15 October – 16 November 2018**

**[kent.gov.uk/schoolfundingconsultation](http://kent.gov.uk/schoolfundingconsultation)**

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## Overview

### Who should take part in this consultation?

This consultation is for the attention of the Headteacher, Chair of Governors and Bursar

### What is the consultation about?

We would like to hear your views on the following two proposals which are outlined in this document:

- Split-sites – minor change to the Local Funding Formula (LFF)
- High Needs Funding – transfer from the Schools Block

### How to respond to this consultation

To submit a response to this consultation, please go to [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation) to complete the online form.

Please respond by: Friday 16 November 2018

Contact details for further information:

[schoolfunding@kent.gov.uk](mailto:schoolfunding@kent.gov.uk)

## Introduction

This Consultation seeks the views of Headteachers, Chairs of Governors and Bursars of all Kent schools (both maintained and academies) on proposed changes to the schools' local funding formula (LFF), and a transfer of resources from the schools block (SB) to the high needs block (HNB) in 2019-20.

2019-20 is the second year of the National Funding Formula (NFF) for schools, high needs and central schools' services. These blocks will sit alongside the Early Years NFF which was introduced in 2017-18.

The Government has allocated the Schools Block (SB) Dedicated Schools Grant (DSG) by calculating an individual budget for each school in the country using a NFF. The DfE have previously confirmed that each local authority (LA) will continue to set a schools' LFF, in consultation with schools. This is known as a Soft NFF.

In 2019-20 the NFF will set notional allocations for each school, which will be aggregated, and used to calculate the total schools block received by KCC. The DfE have advised that LAs will continue to determine local formulas in 2020-21. The Government has not yet stated when the Hard NFF will be introduced.

The longer-term aim of the Government is to introduce a Hard NFF which removes the need for a LFF. A Hard NFF is where the Government calculates a budget for each school in the country using one formula and one set of funding rates, and this funding is then passed from Government to individual schools with no (or very little) LA involvement.

As a result of the NFF reforms which commenced last year, Kent's SB DSG will increase as follows:

Table 1 <i>figures subject to rounding</i>	Increases in funding			
	Annual increase		Cumulative increase	
	£'m	%	£'m	%
2018-19	+£27.6m	+3.3%	+£27.6m	+3.3%
2019-20	+£22.3m	+2.6%	+£49.9m	+5.9%
Once NFF is fully implemented	+£12.2m	+1.4%	+£62.1m	+7.4%

Note : this excludes the impact of rising pupil numbers

## Funding rates and previous consultation

In the Autumn of 2017 a consultation was held with all schools on proposals to change Kent's LFF. Most schools supported the direction of travel to replicate the NFF wherever possible, while taking into consideration local circumstances. The agreed local circumstances that were recognised when we agreed the LFF for 2018-19 were as follows:

- a) In accordance with DfE rules, we transferred 0.5% (£4.4m) from the SB to High Needs Block (HNB) to help meet the unfunded demand pressure caused by the continued growth in the number of High Needs pupils. This was a one-off

transfer and this funding has been returned to the Schools Block for 2019-20.

- b) We increased our Growth Budget by £2m to support the expansion of schools to meet the rising school population (referred to as Basic Need).
- c) We decided to retain a higher lump sum in Kent's LFF (at £120,000 plus area cost adjustment) to offer protection to our smallest primary schools. The NFF lump sum has been set £10,000 lower. The cost of this protection is around £5.5m.

Appendix 3 (available to view online at [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation)) details Kent's LFF rates for 2018-19 and 2019-20.

There is one minor technical change relating to the Low Prior Attainment (LPA) factor for Primary Schools. For Primary Schools, the Early Years Foundation Stage Profile (EYFSP) is the indicator used to allocate funding for LPA. Since 2013 eligibility has been determined by a judgement 'did not achieve a good level of development', and prior to 2013 eligibility was determined by a score of either 73 or 78. Nationally, more children are annually recorded under the judgement criteria than the score, therefore each year more children are identified. Overall the same amount of funding is distributed using LPA and in order to ensure the LPA pot size is at the same level, the funding rate has to be adjusted down. The DfE have confirmed that the LPA NFF rate published in 2018-19 of £1,050 has now been reduced to £1,022. The actual LFF rate implemented will depend on the EYFS measure of the number of children not achieving a Good Level of Development in Kent schools.

**Apart from the minor technical change detailed above, we are pleased to confirm that we are not proposing to make any further changes to what we have previously consulted upon in 2018-19. This means that we are confident that we can honour the rates for 2019-20 as set out in Appendix 3.**

## **What this consultation is about:**

### **1. Split Sites**

At the Schools' Funding Forum (SFF) meeting on the 29 June 2018 a paper was presented to seek their views on the introduction of a Split Site factor into the Local Funding Formula. Members of the SFF supported its inclusion and requested that further work be carried out to determine an objective criterion that both defines a split site and the appropriate level funding.

A further paper was presented to the SFF at its meeting on the 28 September 2018, to update members on progress to date. The purpose of a Split Site factor in the LFF is to provide additional funding to schools and academies for unavoidable costs incurred due to a school being located on more than one site. We are interested in your views as to whether you support the introduction of a Split Site factor into Kent's Local Funding Formula.

Further information regarding a Split Site factor can be found in the two sets of School Funding Formula papers:

- [29 June 2018 papers](#)
- [28 September papers](#)

## 2. High Needs Funding

One of the areas of biggest change arising from the funding reforms has been the way in which support for pupils with Special Educational Needs and Disabilities (SEND) is funded. Since the introduction of the SEND Code of Practice in 2015, there has been a year-on-year increase in the demand placed on the HNB due to increased numbers of children and young people with Education Health and Care Plans (EHCPs) and requiring additional support. This continued increase in demand is reflected nationally and is resulting in a significant shortfall in High Needs Funding (HNF). To continue to meet the needs of children with profound and complex SEND, we are required to seek school leaders' views on a proposal to transfer 1% of the DSG SB to the HNB. The 1% is made up of the 0.5% already transferred from the SB in 2018-19 and a further 0.5% in 2019-20. In total we estimate this transfer to equate to £8.8m.

The block transfer proposed is within the available DSG for 2019-20 and as already stated would see **no change** to the indicative Kent LFF rates (see Appendix 3) for 2019-20 which were consulted on in the Autumn 2017, agreed at the Schools' Funding Forum on 1 December 2017 and published as part of the information pack which accompanied the publication of the 2018-19 School Budgets in late February 2018.

In order to transfer 1% from the SB to the HNB the LA is required to:

- 1) Consult all schools.
- 2) Seek agreement from the School Funding Forum.
- 3) Submit a disapplication to the Secretary of State (SoS).

The DfE requires that any proposal to transfer funding from the SB to the HNB should be presented with evidence to back up the transfer proposal and shared with schools as part of the School Funding Consultation. The case for the proposed transfer now follows and you will see the scale of our challenge.

We intend to address this challenge across a number of fronts:

- 1) We, along with many other local authorities, are lobbying Government for an improved settlement, recognising the unprecedented growth in demand.
- 2) We are seeking your views on the proposal to transfer 1% to offer some immediate financial support to the High Needs budget.
- 3) We are implementing a significantly detailed SEND Action Plan to find ways to meet increasing demands and sustainably and fairly deliver better outcomes in terms of the learner, provision and cost.

Details on all three strands are contained within this consultation.

### **Detailed Information Behind the Proposal to Transfer 1% Funding from the Schools Block to the High Needs Block**



## **Background and context**

Where children need extra support to achieve, KCC working in partnership with schools, has a vital role in supporting their development and helping them to achieve the best possible educational and other outcomes. However, with demand for SEND support rising and the Council becoming increasingly fiscally constrained, meeting need is becoming ever more challenging.

Greater numbers of statutory assessment requests for EHCPs, a greater proportion of pupils with SEND attending special and independent schools in and out of the county, the growing cost of high needs funding to support children with complex needs, requires us to review demand and available resources.

To address these issues, we are developing a SEND Strategic Action Plan to better address the relationship between learner need, outcomes, provision and cost. This plan is not about cutting the budget. It is instead designed to ensure that the whole school system is as inclusive as possible, ensuring children can access appropriate local provision and we make the most efficient use of the available resources.

KCC will also work with school leaders, the Local Government Association (LGA) and the f40 Group (the 41 lowest funded education authorities) to lobby Government to accept that the current funding settlement for High Needs is insufficient to address the needs of the most vulnerable children. Alongside the Institute for Fiscal Studies, the National Audit Office and the National Association of Headteachers (NAHT) who have all reported the significant impact of a shortfall in school funding, (estimated at up to £3 billion by 2020), KCC will work with Kent MPs to provide evidence of the impact the High Needs pressures has on the quality of education children receive, schools, other providers and the Local Authority.

KCC believes that the National Funding Formula (NFF) does not take sufficient account of the interaction between school funding and High Needs Funding. The 0.5% flexibility provided at present is only short-term and if the full 'hard' NFF is implemented in the near future as planned, this will provide significant challenges to many local authorities given the current pressures on the high need block and the under-funding position they are in. It is our view that each block should be funded sufficiently, thus removing any need to make transfers between them. KCC wants Government to recognise the clear correlation between funding and level of need, so that the future distribution of HNB funding matches our level of need.

## **Details of previous movement between blocks and the process for future movement**

In 2018-19, the High Needs budget for placement costs (excluding alternative provision and statutory LA responsibilities) is £157m. We are currently overspending this budget by approximately £10m. Further detail is provided in the two tables attached as Appendices 1 and 2 to this document.

It can be seen from these tables that the number of young people who require support for their high needs is rising exponentially and funding is unable to keep pace with this demand. More detail on the underlying reasons for our current budget pressures is contained later in this document.

In common with many LAs, KCC is seeking to address the sufficiency of the High Needs Funding (HNF) by transferring monies from the Schools Block (SB) of the NFF to the High Needs Block (HNB). Over the last two years, Kent County Council has moved a total of £12.9m from Schools Block to High Needs Block.

In 2018-19, there was a transfer of 0.5% from the SB to the HNB, agreed following a consultation with schools, and further supported by the Schools' Funding Forum (SFF). We assumed that this transfer would be made permanent and that the facility to transfer another 0.5% would also exist in 2019-20, combining to make a 1% transfer of funds from the SB to the HNB. However, the DfE funding guidance for 2019-20 advised us that not only was the transfer of 0.5% in 2018-19 not made permanent, but that KCC would need to consult with schools and the SFF annually for permission to transfer funds between blocks. In addition, the Secretary of State's agreement would also be required. The consequence of this change in guidance is that the 2018-19 financial transfer of the SB in favour of the HNB, has not been baselined for calculating budgets for 2019-20.

In effect, this means that KCC can transfer money for only one year to fund the High Needs pressures. In order to transfer 1% in 2019-20, we are obliged to consult with schools again.

Table 1 below provides the detail of the historic movements between blocks:

Table 1	Specific transfer from primary notional SEN to support growth in mainstream	Transfer to support general growth across High Needs	TOTAL movement for the year
2017-18	£5.0m	£3.5m	£8.5m
2018-19	n/a	£4.4m	£4.4m
			£12.9m

### **What pressures the movements have funded**

The £5m transferred from primary notional SEN was a specific transfer to support the growth in mainstream high needs pupils and this transfer has been well publicised and explained through communications with schools ([Schools e-Bulletin 28 February 2017](#)).

The £3.5m in 2017-18 and the £4.4m transfer in 2018-19 have been used to support the overall high needs budget rather than any specific pressure. This increase has been used to support the overall growth in the number of pupils with an EHCP, specifically those with the most profound and complex needs who typically have been placed in the most expensive specialist provision.

### **Why these movements have not been adequate to counter the cost pressures**

The cost pressures arising from the growth in those pupils with the most profound and complex needs have far exceeded the movement in funding between the blocks. In 2017-18, the £3.5m transfer was limited to what was the maximum available after calculating individual school budgets. In 2018-19, the transfer of £4.4m was capped by Government at 0.5% (without seeking Secretary of State approval for a higher

transfer). So, had more unallocated DSG been available or no Government restriction, it is possible that the LA would have requested a higher transfer to meet the demand.

There are a number of factors that are putting pressure on the High Needs budget. The significant rise in demand for statutory assessment and the issuing of EHCPs has been a national trend since 2014 and the increase and volume are unprecedented:

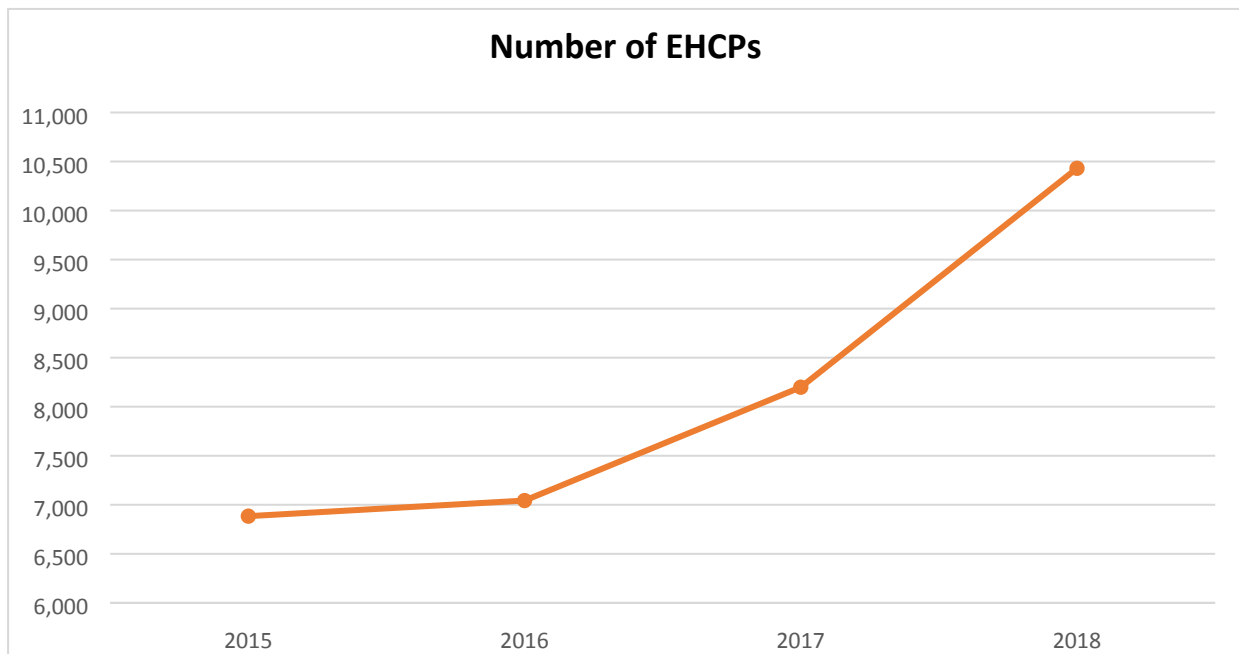
- Between 2016 and 2018 there was an increase of 33% of children and young people with EHCPs.
- Reduced parental confidence in mainstream school SEND provision, evidenced by rising demand for EHCPs and special school placements.
- The proportion of assessment requests over the last three years has grown significantly.
- A greater proportion of those with EHCPs are being educated in special schools rather than mainstream. In 2015-16, 43% of Kent pupils subject to an EHCP were receiving their education in a Special school but, by October 2017 this was 54%. During this time the number of children with an EHCP in mainstream schools has remained around 40%. The proportion of Kent pupils educated in a mainstream is below the national average of 45%. (Source: Kent school census data). In maintained schools, the first £6,000 of the school place is covered by the notional SEND budget so the cost of a special school place is much higher.
- There has been a 50% increase between 2015-16 and 2018-19 in the number of children with EHCPs attending Independent Non-Maintained Special Schools (INMSS). These additional children are placing an additional pressure on the High Needs block funding as they tend to be more expensive at meeting the most complex needs; we are currently spending over £34 million on INMSS placements.
- There has been a dramatic increase in the number of EHCPs identifying Autistic Spectrum Disorder (ASD) need; 47% of children in Kent Special schools have ASD which is far higher than the national rate of 25% (Source: Local Area SEND Report from DfE). This has resulted in increasing pressures on special school places for ASD which cannot be met and has led to the need for placement within the independent sector.
- The extension of pupils' statutory SEND from 0-25, where previously it was 5-18, was not funded by the Government and it is contributing to the pressure on HNB funding.
- The addition of young people over the age of 19 having EHCPs has put extra pressure on the High Needs block funding without sufficient additional funding.
- A significant rise in the number of appeals to SEND Tribunals.

- The percentage of pupils with EHCPs in Kent is higher than nationally with 3.1%, compared to 2.9% respectively.

This combination of factors has placed a significant pressure on the HNB budget.

### **Budget pressures resulting from changes in demand for specialist provision between 2015-18**

The table below shows that EHCPs have increased from 6,884 in 2015 to nearly 10,500 (our latest estimate) in 2018. This represents an increase of 51% over this period, and the graph clearly demonstrates that the rate of increase in 2017 and 2018 is much greater. The number of requests for statutory assessment has increased by 81% during the last 18 months. These assessments are costly and time consuming to complete, but the on-going costs to the HNB are the reason the budget is under such pressure. The growth is almost entirely accounted for by parental referrals which have grown to three out of every four referrals received.



### **Increases in the number of pupils (see Appendix 1 for more detail)**

	<b>2015</b>	<b>2018</b>	<b>Increase</b>	
Special Schools	3,572	4,064	492	14%
Independent Non-Maintained Special Schools	521	780	259	50%
Independent Special Schools maintained by an OLA	87	133	46	53%

Despite an increase of 298 commissioned specialist places in specialist resourced provisions (SRPs) and special schools in the last three years, we have been unable to meet the demand for places due to the unprecedented increase in the numbers of children with EHCPs. Over 40% of EHCPs in Kent are now for autistic spectrum disorders.

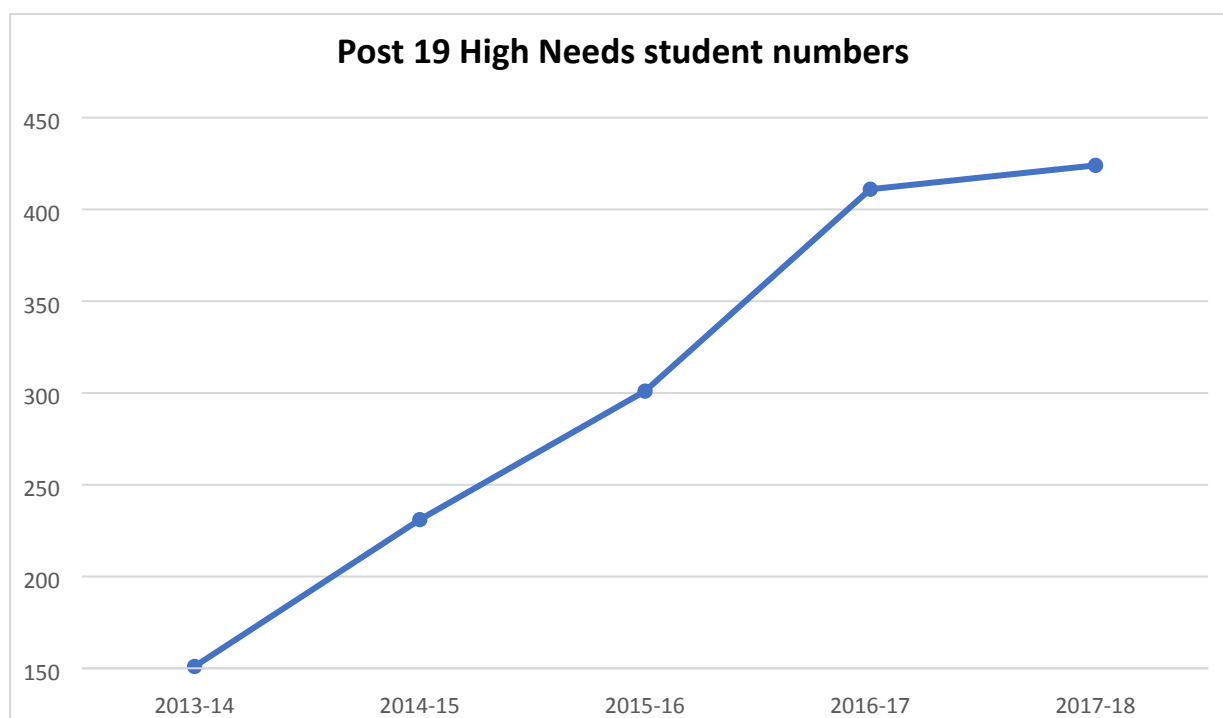
### Increases in cost per pupil (see Appendix 2 for more detail)

	2015	2018	Increase	
Special Schools	£68,118k	£78,689k	£10,571k	16%
Independent Non-Maintained Special Schools	£22,588k	£35,800k	£13,212k	59%
Independent Special Schools maintained by an OLA	£2,661k	£4,874k	£2,213k	83%

### Post-19

The Children and Families Act 2014 and the accompanying SEND Code of Practice 2015 has enabled more young people to choose to remain in education up to the age of 25. No additional funding was allocated by Government to meet this change in eligibility or the subsequent rise in demand and consequently, costs are escalating.

The addition of young people over the age of 19 having EHCPs has put extra pressure on the High Needs block funding without sufficient additional funding.



The graph above shows that the number of young people in this category was 151 in 2013-14, but by 2017-18, this figure was 424, an increase of 180%.

### Mainstream pupils with High Needs

The system we have in place for supporting High Needs pupils in mainstream school settings has been designed to support inclusion.

## **High Needs Funding Review 2017**

In relation to changes in the provision of mainstream pupils with High Needs, we reviewed and introduced a new system in 2017. The aims of the HNF Review were:

- To ensure the high needs top up budget is more predictable and more closely linked to patterns of need.
- The budget will continue to fund the top up required by schools to support the pupils with the most profound and complex needs that may otherwise warrant statutory assessment.
- To ensure the budget is also used well in tandem with other resources such as Local Inclusion Forum Team (LIFT) and the Specialist Teaching and Learning Service (STLS) to get the best outcomes for pupils.
- To develop a new funding model to ensure HNF can be managed within the available resources.

The review of High Needs funding identified a range of best practice and also wide variations in the uses of the funding and levels of applications for similar schools.

The best practice identified in many schools is where there is a whole school approach, all teachers take responsibility for SEND and where pupils are mostly supported in the classroom with maximum access to quality first teaching or in small group settings, through differentiation and additional adult support. In some schools there was over reliance on providing one to one support with a Teaching Assistant, and an over reliance on High Needs funding to make the necessary provision.

The changes introduced included a new Needs Specific Top Up funding model from April 2018 and a more streamlined application process began in January 2018.

Although the new system for mainstream high needs has only been in place since the start of the year, we are confident that the HNF system is working well and therefore the number of High Needs pupils in mainstream schools is not contributing to our current budget pressure.

On a broader front, we need to help our mainstream schools support more high needs pupils. If Kent schools were supported to be more inclusive, the authority would avoid paying expensive independent placement costs and be able to use some of this saving to provide additional support to mainstream schools through enhanced needs specific top up rates to fund specialist interventions.

### **Plans to manage the High Needs budget**

In response to these increasing pressures, decisive action is required. Processes and practices need to be reviewed and made as efficient and effective as possible, as well as a culture change to a more collaborative and integrated working ethos with all partners, especially families, other LA services and health partners. However, it needs to be noted that even with some actions already being put in place, it may take some time for the actions to have a marked effect on some of the pressures.

We are consulting with schools about our High Needs Funding challenge – the

upward pressure on provision and resources, and our proposal to transfer 1% of the SB to the HNB for 2019-20. Over the medium term this transfer, along with management action, will place us in a stronger position so that we are more able to bridge the anticipated future High Needs funding demand within the anticipated funding levels.

In the immediate future, we plan to change the pattern of provision by decreasing the number of independent Special school placements and managing the pressures on Kent specialist provisions. Kent's mainstream schools also need to be supported to meet the needs of more children with ASD without the need for specialist provision.

A central panel of senior officers are now responsible for managing requests for independent school placements to ensure there is robust and consistent decision making. Special school Headteachers support the panel to provide specialist professional advice.

Challenge on fees and robust contract negotiations will be integral to the Independent Non-Maintained Special School placement process henceforward to ensure better value for money.

### **SEND Action Plan**

Working with Special School headteachers, we have identified a further series of actions that are encapsulated in a SEND Action Plan which will be the vehicle for delivering sustained improvements over the next 18 months. The SEND Action Plan details the following key strands of work:

- Improving parental confidence in local provision, ensuring that parents receive consistent messages from schools and support services about the ability of local schools to support their children appropriately.
- Publicising the graduated pathways of support across Children, Young People and Education that already exist to support children with Special Educational Needs and Disabilities (without the need for an EHCP).
- Improving the quality and consistency of EHCPs.
- Building capacity and an inclusive ethos in mainstream schools to improve teaching and confidence in supporting more children with higher levels of need.
- Robustly scrutinising the decisions to place children in Independent Non-Maintained Special School (INMSS) provision and redirecting, where possible, to local maintained schools' provision. Where INMSS placements are agreed, they need to demonstrate that the net cost is lower than local provision. Tighter commissioning arrangements will be put in place to drive down the cost of INMSS placements in future.
- Increasing Education Psychology (EP) capacity to process statutory assessments.

- Increasing the number of local special school places, through the development of specialist facilities in mainstream schools, free schools or the Capital Programme.
- Developing an innovative block payment funding arrangement with FE colleges, that provides stability in High Needs funding to both parties.
- Reviewing whether there are other ways the LA can incentivise inclusive practice within limited resources.

### **Improving parental confidence through inclusive practice in mainstream schools**

To bring about a sustainable reduction in demand we need to consider shifting the threshold for statutory assessment, whilst complying with legislation. More children need to be supported in their local mainstream school with an appropriate plan put in place early enough, to address emerging concerns without the need to progress onto an EHCP.

Improving parental confidence in our systems and processes is the key to managing demand. Plans to improve confidence include work around:

- The message that schools provide to parents about capacity to support their children;
- The overall communication with parents around the quality of local provision; and
- The wider engagement with parents and carers in shaping provision.

Communication between KCC's SEN Assessment and Placement Service and parents has not always been satisfactory. This has led to parental frustration and general dissatisfaction with parts of our system. In response to this, we intend to improve our procedures for the assessment of children and young people. This includes a revised staffing structure to strengthen our processes and provide increased capacity to spend more time building positive relationships with parents, managing expectations and delivering a timely response.

In the next 18 months, to reduce demand, we will focus on building capacity in mainstream schools for inclusive practice, supported by good SEND Continuous Professional Development (CPD). This will have the effect of reducing the resource spent on EHCPs, which in turn will release money to provide bespoke non-statutory early intervention for individual pupils, helping schools to meet the needs of both current and future cohorts.

By focusing on inclusion in mainstream schools, we will:

- Reduce the upward pressure in supporting children, from mainstream schools to special;
- Increase opportunities for developing more in-school provision to support children with additional needs, working with schools to maximise resources and



opportunities through partnership; and

- Create opportunities for schools to access additional support for children with SEND without the need to go through statutory assessment and increase the use of school plans to drive improvements for individual children.

The intention of the SEND Action Plan work strands is to find ways to meet increasing demands and sustainably and fairly deliver better outcomes in terms of the learner, provision and cost.

The Action Plan will be driven by a dedicated team of officers to support the implementation of the Plan, co-ordinate activity and monitor progress in relation to supporting parents, schools and services.

### **Emerging SEND Strategy**

We also recognise that there is a need for a new overall SEND Strategy which has at its heart, managing demand better and improving parental confidence. KCC, schools and other partners recognise the SEND pressures and are ready to share ownership of the challenges these pressures present.

Schools and their partners need to give confidence to parents that their child will receive the support they need, without recourse to a statutory assessment. More children need to be supported in their local mainstream school with an appropriate plan in place to address their needs, without the need to progress on to an EHCP. By providing local school support earlier we intend to push down the chain of escalating need, supporting schools to develop an inclusive ethos and offer. This would make mainstream schools more attractive to parents and support the development of a culture of greater inclusion.

Reducing the resource spent on EHCPs, will in turn release money to invest in providing earlier support for individual pupils within mainstream school settings. This should reduce the upward pressure in supporting children moving from mainstream schools to special and increase opportunities for developing more in-school mainstream provision to support children with additional needs.

By developing this strategy and investing in inclusion rather than EHCPs, parents' confidence will incrementally grow and result in them being content to have their children educated in mainstream schools with the appropriate specialist support, rather than seeking a Statutory Assessment, securing it and requesting a place in a special school.

To move this strategy forward, we will work with schools and other providers to develop a new SEND Strategy that addresses the points detailed above.

### **Developing collaborative working to secure affordable provision**

We are working closely with our special schools to develop additional capacity by creating satellites and increasing post 16 and 19 provision. The special schools also manage the district-based STLS as well as outreach, to build capacity and knowledge of SEN within our mainstream schools. Joint work with Social Care, Early Help and the Educational Psychology service aims to create more efficient and effective solutions for securing suitable high needs placements.

Our partners in the FE colleges are keen to work with us to ensure provision meets the demand and needs over the coming years.

The Parent Carer Forum has worked closely with KCC to ensure their views are given as part of any potential changes or developments. Kent is part of the SE19 network of authorities that regular meet to jointly improve practice.

### **Contributions from Health and Social Care partners**

We have a Joint Resource Allocation Panel (JRAP) which jointly considers placements for pupils with multiple needs (education, health and social care). The Panel ensures appropriate contributions from health and social care are received. This is a multi-agency decision making panel whose aim is to achieve good outcomes for children and young people who have been assessed as being vulnerable and have long-term needs.

### **Supporting inclusion of children with SEND in mainstream schools**

In Kent, our developing system for supporting High Needs pupils in mainstream schools has been devised to support schools who are inclusive. For example, we have the following processes and services in place to support our inclusive drive:

- Local Inclusion Forum Team meetings to assess children with additional needs and provide the necessary support
- Specialist Teaching and Learning Service support, providing access to specialist teachers, outreach staff and educational psychologists
- High Needs specific top up funding provided to pupils without an EHCP
- A notional SEN top up which provides additional funding to those schools who are most inclusive

To support the inclusion of children with SEND in mainstream schools, Kent has invested £7.5million in commissioning 12 district-based Specialist Teaching and Learning Services (STLS) and outreach from special schools to build capacity and knowledge of SEND within our mainstream schools. These services are accessed via the Local Inclusion Forum Teams (LIFT) meetings which provide specialist advice, interventions and training to the schools in each district.

### **Impact of the proposed transfer on schools' budgets**

If the transfer of 1% proceeds, the LA is confident that it would be able to afford the funding rates it published for 2019-20 (please refer to Appendix 3). Stability in school funding is paramount and that is why the Authority is confident that turbulence in school budgets will be avoided if this transfer is supported.

### **Timetable and decision-making process**

Schools consultation launched	Monday 15 October 2018
Consultation closes	Friday 16 November 2018

	(5-week duration)
Update presented to KCC CYPE Cabinet Committee	Thursday 29 November 2018
Presentation of consultation response to the Schools' Funding Forum	Friday 30 November 2018
KCC Cabinet Member for CYPE approves submission to Secretary of State, if proposal is taken forward following Schools Funding Forum	
Submission of disapplication to the Secretary of State (if the above action has occurred)	

# High Needs Pupil/Student Numbers

	Based on average over the year					Snapshot
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Special Schools	3,272	3,349	3,572	3,649	3,854	4,064
Resource Provision	804	810	874	884	890	958
Mainstream Schools	802	860	1,475	2,222	2,341	2,415
Independent and Non-Maintained	458	491	521	562	726	780
ISP Post 16 Colleges	87	71	64	61	70	73
Sub Total - Independent provision	545	562	585	623	796	853
OLA Maintained	95	103	87	107	121	133
FE Colleges	467	570	636	800	805	805
SPI and ILP (WIP - requires further work)	0	0	0	55	250	250
<b>TOTALS</b>	<b>5,985</b>	<b>6,254</b>	<b>7,229</b>	<b>8,340</b>	<b>9,057</b>	<b>9,478</b>
Year on year increase		269	975	1,111	717	421
Year on year increase (%)		4.5%	15.6%	15.4%	8.6%	4.7%

Increased by 354 since last Forum update

Key: OLA is Other Local Authority, FE is Further Education, SPI is Special Post16 Institutions and ILP is Independent Learning Provider



## High Needs Budget - By Institution Type

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18		2018-19
	£'000	£'000	£'000	£'000	Actual	Actual adjusted	Forecast September
					£'000	£'000	£'000
Special Schools	67,048	68,543	68,118	70,460	74,108	74,108	78,689
Resource Provision	13,118	14,919	15,274	16,009	15,710	12,443	12,849
Mainstream Schools	8,755	8,899	14,398	23,797	22,084	22,084	19,000
Independent and Non-Maintained ISP Post 16 Colleges	17,581	19,840	22,588	24,384	29,461	29,461	35,800
Sub Total - Independent provision	6,000	5,359	4,281	4,561	5,225	5,225	5,548
	23,581	25,199	26,869	28,945	34,686	34,686	41,348
OLA Maintained	2,295	2,531	2,661	3,160	4,165	4,165	4,874
FE Colleges	4,229	4,980	6,867	8,081	8,724	8,724	9,002
SPI and ILP (WIP - requires further work)	0	0	0	366	1,728	1,728	1,818
<b>TOTALS</b>	<b>119,026</b>	<b>125,071</b>	<b>134,186</b>	<b>150,817</b>	<b>161,205</b>	<b>157,938</b>	<b>167,580</b>
Increase from previous year		6,045	9,115	16,631	10,388		9,642
% increase from previous year		5.1%	7.3%	12.4%	6.9%		6.1%

Currently £10m overspent in this year, a small increase on last time



## **Annex 1 - Appendix 3**

Please go online to [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation) to view the spreadsheet on Kent Local Funding Formula Funding Rates 2017-18, 2018-19 and 2019-20.

## Annex 2

### Schools' Funding Arrangements for 2019-20 - Summary of consultation responses

#### Split Site factor

Do you support the introduction of a split site factor into the Kent Local Funding Formula?

All responses	Count				%			
	Yes	No	Don't know	Grand Total	Yes	No	Don't know	Grand Total
Primary	21	31	12	64	19%	28%	11%	57%
Secondary - Non-selective	8	16	4	28	7%	14%	4%	25%
Secondary - Selective	8	7	3	18	7%	6%	3%	16%
Special	2			2	2%	0%	0%	2%
<b>Grand Total</b>	<b>39</b>	<b>54</b>	<b>19</b>	<b>112</b>	<b>35%</b>	<b>48%</b>	<b>17%</b>	<b>100%</b>

One response per school	Count				%			
	Yes	No	Don't know	Grand Total	Yes	No	Don't know	Grand Total
Primary	18	30	10	58	19%	31%	10%	60%
Secondary - Non-selective	6	13	2	21	6%	14%	2%	22%
Secondary - Selective	7	5	3	15	7%	5%	3%	16%
Special	2			2	2%	0%	0%	2%
<b>Grand Total</b>	<b>33</b>	<b>48</b>	<b>15</b>	<b>96</b>	<b>34%</b>	<b>50%</b>	<b>16%</b>	<b>100%</b>

#### Transfer from Schools Block to High Needs Block

Do you support the proposal to move 1% from the Schools Block to the High Needs Block?

All responses	Count				%			
	Yes	No	Don't know	Grand Total	Yes	No	Don't know	Grand Total
Primary	51	11	2	64	46%	10%	2%	57%
Secondary - Non-selective	18	10		28	16%	9%	0%	25%
Secondary - Selective	3	14	1	18	3%	13%	1%	16%
Special	2			2	2%	0%	0%	2%
<b>Grand Total</b>	<b>74</b>	<b>35</b>	<b>3</b>	<b>112</b>	<b>66%</b>	<b>31%</b>	<b>3%</b>	<b>100%</b>

One response per school	Count				%			
	Yes	No	Don't know	Grand Total	Yes	No	Don't know	Grand Total
Primary	48	8	2	58	50%	8%	2%	60%
Secondary - Non-selective	13	8		21	14%	8%	0%	22%
Secondary - Selective	3	11	1	15	3%	11%	1%	16%
Special	2			2	2%	0%	0%	2%
<b>Grand Total</b>	<b>66</b>	<b>27</b>	<b>3</b>	<b>96</b>	<b>69%</b>	<b>28%</b>	<b>3%</b>	<b>100%</b>

## Annex 2

### Other information from responses received

Primary	58%	Ashford	5.3%
Secondary	40%	Canterbury	13.2%
Special	2%	Dartford	1.8%
PRU	0%	Dover	11.4%
	<u>100%</u>	Gravesham	7.0%
		Maidstone	10.5%
		Sevenoaks	2.6%
Headteacher	35%	Shepway	1.8%
Governor	31%	Swale	14.0%
Bursar	19%	Thanet	11.4%
		Tonbridge and	
Other	15%	Malling	7.0%
	<u>100%</u>	Tunbridge Wells	14.0%
			<u>100.0%</u>



## **Annex 3**

### **Kent Local Funding Formula Funding Rates 2017-18, 2018-19 and 2019-20**

Please go online to [www.kent.gov.uk/schoolfundingconsultation](http://www.kent.gov.uk/schoolfundingconsultation) to view the spreadsheet.

The link provides direct access to the funding rates table which accompanied the school funding consultation (appendix 3).

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Early Years and School Performance in 2018

**Classification:** Unrestricted

**Summary:**

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 test outcomes (SATs), and GCSE and Post-16 results for 2018.

The paper includes comparisons with emerging national data where available. It also reports on the achievement of vulnerable groups and achievement gaps in each Key Stage.

This data is not final validated data, so these outcomes are provisional. Validated data will be available in December 2018 and January 2019.

**Recommendations:**

The Children's, Young People and Education Cabinet Committee are asked to note:

- (i) the improvement in the EYFS GLD overall and the narrowing of achievement gaps for vulnerable groups
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The outcomes at Key Stage 4, given the current education context.
- (iv) The outcomes at Key Stage 5, across all qualifications.

**1. Introduction**

- 1.1 The report contains a review of all available data for all the Key Stages above. The following commentary reflects a summary of the key points for each Key Stage and the priorities for action in 2018-2019.
- 1.2 The report also provides an update on the significant changes the Government has introduced in the way they measure and track attainment and progress in schools, from the Early Years Foundation Stage through to Post-16.
- 1.3 Where other local authority data is available comparisons have been made to Kent's statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

## 2. Early Years Foundation Stage (EYFS)

2.1 The key indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be a strong performance in the percentage of children achieving a GLD in Kent.

2.2 In 2018, 75.3% of children in Kent achieved a GLD at the end of the EYFS, which is an improvement on 74.3% in 2017. This outcome remains significantly above the national figure of 71.5% in 2018

	% Good Level of Development						Difference from 2017
	2013	2014	2015	2016	2017	2018	
<b>Kent</b>	63.4	68.5	72.9	74.8	74.3	75.3	+1.0
<b>National</b>	51.7	60.4	66.3	69.3	70.7	71.5	+0.8

2.3 In the EYFS in 2018, girls continue to out-perform boys with 82% of girls achieving a GLD (up from 80.8% in 2017) compared with 69% of boys (up from 68.2% in 2017). This represents very slight widening of the gender gap from 12.6% in 2017 to 13% in 2018.

### 2.4 Vulnerable Groups Achievement Gaps

EYFS GLD achievement gaps relating to children in vulnerable groups in 2018 are shown in the table below. The downward arrow denotes gap narrowing.

Vulnerable Group	2017	2018
Free School Meals (Eligible)	22%	17.5% ↓
Disadvantaged *	20.2%	17.4% ↓
English as an Additional Language	9%	6.3% ↓
Special Educational Needs	59.3%	55.5% ↓
Children in Care		
<ul style="list-style-type: none"> <li>• Kent County Council</li> <li>• Other Local Authorities</li> </ul>	<ul style="list-style-type: none"> <li>• 49.4% (20 Children)</li> <li>• 17.2% (7 Children)</li> </ul>	<ul style="list-style-type: none"> <li>• 46.8% (21 Children) ↓</li> <li>• -24.7% (3 children) ↓</li> </ul>

*\*Percentage difference between the mean average of the lowest 20% and the median average for all children.*

Whilst much still needs to be done to support accelerated progress and achievement for children in these groups, this is a positive and encouraging picture.

## 1. Key Stage 1

- 3.1 At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above in Reading, Writing and Mathematics. In 2018, Kent again attained above the national average for all subjects with outcomes broadly similar to those in 2017. There was a slight decline of one percentage point in Reading attainment and a rise of one percentage point in Writing attainment.
- 3.2 At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading and Mathematics. As in previous years, Writing continues to be judged by teacher assessment
- 3.3 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 remained similar to 2017 and continues to be above the national average.

### Combined Reading, Writing & Mathematics

	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
<b>Kent</b>	66.6	68.3	68.8
<b>National</b>	60.3	63.7	65.3

### Reading

	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2018 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	79	78
<b>National</b>	74	76	75

### Writing

	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)	2018 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	71	72	73
<b>National</b>	65	68	70

### Mathematics

	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2018 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	78	79
<b>National</b>	73	75	76

- 3.4 In 2018, 68.8% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is in line with 2017. This is 3.5 percentage points above the national average.
- 3.5 In 2018, 78% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 3 percentage points above the national average. Kent is ranked first against its statistical neighbours for Reading attainment. The proportion of pupils assessed as working at 'greater depth' was 27% which is one percentage point above the national average and one percentage point improvement on 2017 outcomes. Kent is ranked fifth against its statistical neighbours for 'greater depth' in Reading.
- 3.6 In 2018, 73% of Kent pupils met or exceeded the expected standard in **Writing**, which is one percentage point higher than 2017, three percentage points above the national average and ranks Kent first amongst its statistical neighbours. The proportion of pupils assessed as working at 'greater depth' was 17%, the same as 2017, which is one percentage point above the national average. Kent is ranked fourth against its statistical neighbours for this indicator.
- 3.7 The proportion of pupils who met or exceeded the expected standard in **Mathematics** in 2018 was 79%, which is one point higher than 2017 and 3 percentage points above the national average. Kent is ranked first amongst its statistical neighbours against this measure. The proportion of pupils assessed as working at 'greater depth' was 22%, which is a one percentage point improvement and in line with the national average. Kent is ranked sixth amongst its statistical neighbour for 'greater depth' in **Mathematics**.

### **Gender Gaps at Key Stage 1**

- 3.8 At Key Stage 1, girls outperformed boys in **Reading** in 2018. The proportion of girls who met or exceeded the expected standard was 83% compared with 74% of boys, with an attainment gap of 9%. This shows no change since 2016.
- 3.9 In 2018, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 80% of girls met or exceeded the expected standard compared with 67% of boys, a gender gap of 13% which is the same as 2017.
- 3.10 In 2018, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who met or exceeded the expected standard is 80% compared with 77% of boys. The attainment gap of 3% is the same as 2017.

### **Outcomes for Vulnerable Groups at Key Stage 1**

In 2018, the attainment of FSM pupils in **Reading** and **Writing** fell slightly compared with 2017 but improved in **Mathematics**. Improvements in the attainment of non FSM pupils means that attainment gaps have not narrowed in 2018.

- 3.11 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading** dropped to 59% having been 62% in 2017. This is one percentage point below national FSM attainment. The attainment gap has widened to 21%, compared with 19% in 2017. Kent is ranked fifth against its statistical neighbours for FSM **Reading** attainment.
- 3.12 In 2018, 52% of FSM pupils achieved the 'expected standard' in **Writing** which is a slight decline of 1 percentage point compared with 2017. Kent is ranked fifth against its statistical neighbours for FSM **Writing** attainment. The attainment gap has widened to 24%, compared with 21% in 2017.
- 3.13 **Mathematics** attainment improved by 1 percentage point for FSM pupils in 2018, ranking Kent first amongst its statistical neighbours. The attainment gap is 19% and is the same as 2017.
- 3.14 SEN pupil data not yet available.

## 2. Key Stage 2

- 4.1 Kent has again achieved combined attainment in **Reading, Writing** and **Mathematics** above the national average for the third successive year. In 2018, at Key Stage 2, attainment in Kent improved at the 'expected standard' in **Reading** and **Writing** and was above the national average. Attainment in **Mathematics** and **Grammar, Punctuation and Spelling** showed a slight decline to just below the national average in 2018. Kent's results for combined attainment in **Reading, Writing** and **Mathematics** are ranked second against our statistical neighbours.
- 4.2 At the end of Key Stage 2 standards are reported as scaled scores. A pupil must attain a scaled score of 100+ in the Reading, mathematics and English Grammar, Punctuation and Spelling (GPS) tests in order to be assessed as being 'at the expected standard' for that subject. A pupil must attain a scaled score of 110+ in order to be assessed as having a 'high score' in the tests. As in previous years, Writing continues to be judged by teacher assessment.

### Combined Reading, Writing & Mathematics

	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
<b>Kent</b>	59	64	66
<b>National</b>	53	61	64

### Reading

	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	70	74	77
<b>National</b>	66	71	75

### Writing

	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)	2018 % pupils met or exceeded the expected standard (Teacher assessment)
Kent	80	80	81
National	74	76	78

Mathematics			
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
Kent	72	76	75
National	70	75	76

Grammar, Punctuation and Spelling			
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
Kent	73	76	76
National	73	77	78

- 4.3 At Key Stage 2, 66% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 2 percentage points above the national average of 64%. This ranks Kent second amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure improved in 2018 and was 11% which is one percentage point above the national average. Kent is ranked first for this measure.
- 4.4 In 2017, **264** Kent schools attained at or above the national average for the proportion of pupils reaching the 'expected standard' for the **Reading Writing and Mathematics combined measure**. This is lower than 2017 when 271 schools attained at or above the national average for the combined 'expected standard'.
- 4.5 In 2018, attainment at the 'expected standard' in **Reading** was 77%, an improvement of 2 percentage points compared with 2017. This means that Kent is 2 percentage points above the national average and ranked first amongst its statistical neighbours, the same as 2017.
- 4.6 The proportion of Kent pupils who attained the 'expected standard' in **Mathematics** in 2018 was 75%, which is one percentage point below the national average and ranks Kent fifth amongst its statistical neighbours.
- 4.7 In 2018, 81% of pupils in Kent attained the 'expected standard' in **Writing**, which is a one percentage increase compared with 2017. This is three percentage points above the national average and ranks Kent first amongst its statistical neighbours, the same as 2017.



- 4.8 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2018 was 76%. Although this is the same as 2017 attainment, Kent is two percentage points below the national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is the same ranking as 2017.

### **The Floor Standard at Key Stage 2**

- 4.9 In the 2017-18 academic year, schools are judged to be below the floor standard and therefore underperforming if:

- Fewer than 65% of pupils at the end of Key Stage 2 (KS2) meet the expected standard in Reading, Writing and Mathematics combined

or

- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -5 in Mathematics and -7 in Writing)

- 4.10 To be above the floor, the school needs to meet either the attainment or all of the progress elements.

- 4.11 In 2018, provisional data show 14 primary schools were below the floor standard.

### **Key Stage 2 Gender Differences**

At Key Stage 2, attainment for boys improved across all subjects. Girls' attainment improved in all subjects in 2018 apart from a slight decline in **Grammar, Punctuation and Spelling**. Girls outperformed boys against all measures, as in 2017. In 2018, 63% of boys and 70% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2018 national averages of 60% and 68%. The gender attainment gap in Kent is 7% which shows no change from 2017. This is smaller than the national gap of 8%.

- 4.12 In 2018, 73% of boys and 80% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points which is the same as the 2017 gap. This is narrower than the national gap which is 8% in 2018.

- 4.13 In 2018, there remains an attainment gap of one percentage point in **Mathematics** 2018. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls, which is the same as 2017. Both boys and girls attained in line with similar groups nationally in 2018.

- 4.14 As in previous years, girls outperformed boys in **Writing** in 2018 and the gender gap remains widest in this subject. 76% of boys attained the 'expected standard' in **Writing** compared with 87% of girls, a gap of 11% which is the same as 2017. Both groups attained higher than similar groups nationally in 2018.

- 4.15 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2018. The proportion of boys who attained the 'expected standard' was 72%, which is 1 percentage point lower than boys nationally. 80% of girls attained the 'expected standard' which is 2 percentage points lower than girls nationally. The attainment gap of 8% in Kent is lower than the national gap of 9 percentage points.

### **Outcomes for Vulnerable Groups at Key Stage 2**

- 4.16 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** improved to 46% compared with 42% in 2017. This is an improvement of 4 percentage points. The attainment gap is 24% which has narrowed by 1 percentage point since 2017.
- 4.17 In 2018, the proportion of FSM pupils who achieved the 'expected standard' increased in **Reading** and was 59% compared with 56% in 2017. This is an improvement of three percentage points, however, the reading attainment gap of 21% remains the same as in 2017.
- 4.18 In 2018, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** was 63%, compared to 62% in 2016, an improvement of one percentage point. The writing attainment gap is 21% which is the same as 2017. Attainment is higher in writing than other subjects for FSM eligible pupils.
- 4.19 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 56%, compared to 57% in 2017. There is an attainment gap of 22 percentage points which is the same as the attainment gap in 2017.

- 4.20 In **Mathematics**, 56% of FSM eligible pupils achieved the 'expected standard', which is a two-percentage point decline from 2017. The attainment gap widened in 2018 to 22%, compared with 21% in 2017.
- 4.21 The attainment gap for SEN pupils remains wide across all measures in 2018. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 21%, a two-percentage point improvement compared to 2017. There is an attainment gap of 54% which is one percentage point wider than the gap in 2017.
- 4.22 In **Reading**, 36% of pupils with SEN in Kent achieved the 'expected standard' in 2017, which shows a two-percentage point improvement compared with 2017. There is an attainment gap of 48% which is the same as 2017.
- 4.23 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' in 2018 was 34%, which is an improvement of one percentage point compared with 2017. There is an attainment gap of 56% which is the same as 2017.
- 4.24 In **Grammar, Punctuation and Spelling**, 30% of SEN pupils achieved the 'expected standard', which is similar to 2017. There is an attainment gap of 54% which is one percentage point wider than in 2017.
- 4.25 In **Mathematics**, 34% of SEN pupils achieved the 'expected standard' which is a two percentage point decline on 2017 outcomes. There is an attainment gap of 49% which has widened by two percent since 2017.
- 4.26 The CiC Gap data is recording very few children (21 Kent and 3 Other Local Authority), however the Kent CiC gap has narrowed from 49.4% in 2017 to 46.5%.
- 4.27 In 2018, the proportion of CiC who attained or exceeded the expected standard in Reading was 46.2%, an attainment gap of 32 percentage points. In Mathematics 46.2% of CiC attained or exceeded the expected standard, a gap of 32.6 percentage points.
- 4.28 Outcomes for CiC showed a decline in all performance indicators in 2018. In 2018 the proportion of CiC who achieved the expected standard in Reading, Writing and Mathematics combined was 33.8% compared with 37.3% in 2017. The attainment gap of 33 percentage points shows a widening compared with the attainment gap of 27.4 percentage points in 2017.
- 4.29 In Reading 51.3% of CiC achieved the expected standards compared with 45.3% in 2017. This is an attainment gap of 25.8 percentage points compared with 29.1 percentage points in 2017, evidencing a narrowing of the gap.
- 4.30 In Writing, 48.1% of CiC achieved the expected standard compared with 52.6% in 2017. The attainment gap widened to 33.7 percentage points in 2018 compared to the attainment gap of 28.1 percentage points in 2017.
- 4.31 The proportion of CiC who achieved the expected standard in Grammar, Punctuation and Spelling was 41%, compared with 49.3% in 2017. The attainment gap in 2018 is 35 percentage points which is wider than the attainment gap of 27 percentage points in 2017.

- 4.32 In Mathematics, 39.7% of CiC achieved the expected standard, a gap of 35.9 percentage points. In 2017 45.3% of CiC achieved the expected standard in Mathematics with an attainment gap of 31.2 percentage points.
- 4.33 It is important to note that the 2018 Year 6 cohort had a very high level of need in relation to SEN – 41.3% of the children had an EHCP (with additional children in process of statutory assessment) compared to 23% in 2017. Additionally, 30% of the cohort were educated in specialist provisions compared to just 8.2% in 2017. This data will be available October 2018.

## 5. Key Stage 4

- 5.1 2018 has seen further subjects moving to the new specifications and grading system.
- 5.2 The Progress 8 score for 2018 is -0.10 and remains below the National Average of -0.03. In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, the DfE have set a limit on how negative a pupil's progress score can be when calculating the school average. Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. The adjusted Progress 8 score for Kent is -0.09, making Kent 8<sup>th</sup> out of its 11 statistical neighbours.
- 5.3 The proportion of young people attaining a strong pass (grade 5 or higher) in English and mathematics has increased from 42.3% in 2017 to 43.8%. This measure is now slightly above the National Average of 43.2%. The proportion of young people attaining a standard pass (grade 4 or higher) has increased from 61.9% to 63.3%, with the National Average remaining stable at 64.2%. 47% (45 schools) have improved on their strong pass outcomes from last year. 47% (45 schools) have improved on their standard pass outcomes from last year, with 35% improving in both measures.
- 5.4 The Attainment 8 score per pupil remains in line with National Average (46.5) at 46.8, a 0.5 increase on 2017. Kent has moved up to being 3<sup>rd</sup> out of its 11 statistical neighbours, from 6<sup>th</sup> place in 2017.
- 5.5 From 2017, the definition of 'percentage achieving the English Baccalaureate' changed to 'the proportion of pupils achieving the EBacc which includes a grade 5 or above in English and mathematics, and grade C or above in unreformed subjects' following the introduction of the reformed 9 to 1 GCSEs in English and mathematics. Exams in both English literature and English language still have to be taken and a grade 5 or above achieved in one to achieve a pass in the English requirement of the EBacc. Overall performance in the English Baccalaureate (Ebacc) measure has fallen by 6.8% this year to 20.6% which is 4% above the National figure of 16.6%.

## 5.6 2018 DfE Provisional GCSE Summary

		Year	Kent State Funded	National State Funded	Difference Kent v Nat
<b>Total Pupils</b>	<b>Number of Pupils at the end of KS4</b>	2018	<b>15,578</b>	<b>521,377</b>	
		2017	15,407	524,932	
		2016	15,704	538,623	
		2018 v 2017	171	-3,555	
<b>Attainment 8</b>	<b>Attainment 8 Score per pupil</b>	2018	<b>46.8</b>	<b>46.5</b>	<b>0.3</b>
		2017	46.3	46.4	-0.1
		2016	50.3	49.9	0.4
		2018 v 2017	0.5	0.1	0.4
<b>Progress 8</b>	<b>Number of pupils included in the Progress 8 measure</b>	2018	<b>14,686</b>	<b>494,954</b>	
		2017	14,493	498,904	
		2016	14,844	512,084	
		2018 v 2017	193	-3,950	
	<b>Progress Score (Adjusted)</b>	2018	<b>-0.09</b>	<b>-0.02</b>	<b>-0.07</b>
		2017			
		2016			
		2018 v 2017			
	<b>Average Progress Score</b>	2018	<b>-0.10</b>	<b>-0.03</b>	<b>-0.07</b>
		2017	-0.11	-0.03	-0.08
		2016	-0.04	-0.03	-0.01
		2018 v 2017	0.01	0.00	0.01
<b>English &amp; Maths</b>	<b>% Pupils achieved English &amp; Maths 9-5 pass</b>	2018	<b>43.8</b>	<b>43.2</b>	<b>0.6</b>
		2017	42.3	42.9	-0.6
		2016			
		2018 v 2017	1.5	0.3	1.2
	<b>% Pupils achieved English &amp; Maths 9-4 pass</b>	2018	<b>63.3</b>	<b>64.2</b>	<b>-0.9</b>
		2017	61.9	64.2	-2.3
		2016			
		2018 v 2017	1.4	0.0	1.4

### Key Stage 4 Gender Differences

5.7 This data will be available in January 2019.

### Outcomes for Vulnerable Groups at Key Stage 4

5.8 This data will be available in January 2019.

## 6. Post 16 Outcomes

### A level qualifications

6.1 The A Level Average Point Score per entry achieved by students in Kent schools is 31.92, compared to 31.00 in 2017. The percentage achieving 3 A\*-A grades or better at A level is 11%, whilst 19.2% were grades AAB or better. These measures are in line with National Averages.

### Academic qualifications

- 6.2 Academic results include A Level, AS Level, the International Baccalaureate (IB), International Baccalaureate Career-related Programme (IBCP) and extended project qualifications.

The Academic Average Point Score per entry achieved by students in Kent schools is 33.12, compared to 32.17 last year.

### Technical Level 3

- 6.3 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers: they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.

The number of students taking Technical Levels in Schools has dropped from 726 in 2017 to 267 in 2018. The Average Point Score per entry achieved by these students has also declined to 32.36 from 37.61 in 2017. This is in line with the National trends which also show decline in take up and outcomes.

### Applied General Level 3

- 6.4 In 2018, the provisional Average Point Score per entry achieved by Applied General students in Kent schools declined to 27.75 from 39.37 in 2017. Nationally the performance also declined to 29.01 from 39.6 in 2017.

- 6.5 2018 DfE Provisional Post-16 Summary

		Year	Kent State Schools Funded	National State Schools Funded	Difference Kent v Nat
<b>Level 3 Students</b>	Number of students	2018	<b>9,096</b>	<b>211,881</b>	
		2017	9,750	218,017	
		2016	9,922	221,685	
		2018 v 2017	-654	-6,136	
	APS per entry	2018	<b>32.50</b>	<b>33.02</b>	<b>-0.52</b>
		2017	33.45	32.88	0.57
		2016	33.04	32.10	0.94
		2018 v 2017	-0.95	0.14	-1.09
	Percentage achieving at least 2 substantial level 3 qualifications	2018	<b>83.3</b>	<b>81.0</b>	<b>2.3</b>
		2017	83.2	83.5	-0.3
		2016			
		2018 v 2017	0.1	-2.5	2.6
<b>A Level Students</b>	Number of students	2018	<b>7,663</b>	<b>198,801</b>	
		2017	8,156	197,423	
		2016	8,257	201,871	
		2018 v 2017	-493	1,378	
	APS per entry	2018	<b>31.92</b>	<b>32.15</b>	<b>-0.23</b>
		2017	31.00	31.45	-0.45
		2016	30.91	30.84	0.07
		2018 v 2017	0.92	0.70	0.22
	APS per entry as a grade	2018	<b>C+</b>	<b>C+</b>	
		2017	C	C	

		2016	C	C	
		2018 v 2017			
Percentage achieving at least 2 A levels	2018	<b>75.2</b>	<b>75.5</b>	<b>-0.3</b>	
	2017	71.0	74.4	-3.4	
	2016				
	2018 v 2017	4.2	1.1	3.1	
Number entered for one or more A level or applied A level	2018	<b>5,513</b>	<b>144,229</b>		
	2017	5,181	131,773		
	2016	5,117	132,932		
	2018 v 2017	332	12,456		
APS per entry, best 3	2018	<b>32.74</b>	<b>33.20</b>	<b>-0.46</b>	
	2017	34.13	34.71	-0.58	
	2016	35.15	34.42	0.73	
	2018 v 2017	-1.39	-1.51	0.12	
APS per entry, best 3 as a grade	2018	<b>C+</b>	<b>C+</b>		
	2017	C+	C+		
	2016	B-	C+		
	2018 v 2017				
Percentage achieving 3 A*-A grades or better at A level	2018	<b>11.0</b>	<b>11.4</b>	<b>-0.4</b>	
	2017	11.8	12.0	-0.2	
	2016	12.7	11.5	1.2	
	2018 v 2017	-0.8	-0.6	-0.2	
Percentage achieving grades AAB or better at A level	2018	<b>19.2</b>	<b>19.2</b>	<b>0.0</b>	
	2017	20.4	20.7	-0.3	
	2016	21.9	19.9	2.0	
	2018 v 2017	-1.2	-1.5	0.3	
Number entered for 1 or more A level	2018	<b>5,492</b>	<b>143,799</b>		
	2017	5,149	130,921		
	2016	5,055	131,711		
	2018 v 2017	343	12,878		
Percentage achieving grades AAB or better at A level, of which at least two are in facilitating subjects	2018	<b>14.7</b>	<b>15.1</b>	<b>-0.4</b>	
	2017	15.5	16.0	-0.5	
	2016	17.0	15.6	1.4	
	2018 v 2017	-0.8	-0.9	0.1	
<b>Academic Students</b>	Number of students	2018	<b>8,460</b>	<b>201,727</b>	
		2017	8,793	199,819	
		2016	8,922	203,950	
		2018 v 2017	-333	1,908	
	APS per entry	2018	<b>33.12</b>	<b>32.33</b>	<b>0.8</b>
		2017	32.27	31.65	0.6
		2016	32.18	31.03	1.2
		2018 v 2017	0.8	0.7	0.2
	APS per entry as a grade	2018	<b>C+</b>	<b>C+</b>	
		2017	C+	C+	
		2016	C+	C	
		2018 v 2017			
	Percentage achieving at least 2 substantial level 3 academic qualifications	2018	<b>75.3</b>	<b>75.1</b>	<b>0.2</b>
		2017	72.2	74.3	-2.1
		2016			
		2018 v 2017	3.1	0.8	2.3
<b>Tech Level Students</b>	Number of students	2018	<b>267</b>	<b>5,587</b>	
		2017	726	12,568	

		2016	697	12,427	
		2018 v 2017	-459	-6,981	
		2018	<b>32.36</b>	<b>31.43</b>	<b>0.93</b>
		2017	37.61	38.47	-0.86
	APS per entry	2016	36.70	36.89	-0.19
		2018 v 2017	-5.25	-7.04	1.79
		2018	<b>Dist-</b>	<b>Dist-</b>	
		2017	Dist+	Dist+	
	APS per entry as a grade	2016	Dist+	Dist+	
		2018 v 2017			
		2018	<b>2,049</b>	<b>35,154</b>	
		2017	2,543	49,424	
<b>Applied General Students</b>	Number of students	2016	2,798	53,810	
		2018 v 2017	-494	-14,270	
		2018	<b>27.75</b>	<b>29.01</b>	<b>-1.26</b>
		2017	39.37	39.60	-0.23
	APS per entry	2016	37.01	37.99	-0.98
		2018 v 2017	-11.62	-10.59	-1.03
		2018	<b>Merit+</b>	<b>Merit+</b>	
		2017	Dist+	Dist+	
	APS per entry as a grade	2016	Dist+	Dist+	
		2018 v 2017			
		2018	<b>12</b>	<b>146</b>	
		2017	36	145	
<b>Tech Bacc</b>	Number achieving TechBacc	2016	20	129	
		2018 v 2017	-24	1	

## Apprenticeships

- 6.6 The percentage of 16 to 18 year olds who started an apprenticeship is currently forecast to be lower this year compared to last year, which will be the second year in a row where apprenticeship numbers have reduced. Similar reductions are being seen both locally and nationally and for all age ranges, not just young people, since the introduction of the apprenticeship levy and new frameworks.
- 6.7 Through our Apprenticeship Action plan we continue to promote apprenticeships throughout out Kent by:
- 6.8 providing support and guidance to KCC schools on the Apprenticeship Levy and the effect on schools as an employer, to help them achieve the new government public sector target of 2.3% of all staff being an apprentice,
- 6.9 providing support and guidance to KCC schools to help them understand the changes to apprenticeships for young people,
- 6.10 supporting schools to provide pre-apprenticeship opportunities,
- 6.11 supporting employers to engage with and work in partnership with all schools to recruit and develop young people into sustainable jobs, by working with the Guilds and identifying skills progression routes,



- 6.12 providing opportunities for all schools to offer an Assisted Apprenticeship programme route for vulnerable learners with disabilities and disadvantages,
- 6.13 working collaboratively with schools, FE Colleges and Work Based Training providers to develop locally co-ordinated approaches to support apprenticeship take up within Schools,
- 6.14 raising awareness of apprenticeships to employers. Increasing the number of apprentice-starts across Kent and continuing to develop the offer for the Apprenticeship Kent website. The 'Made in Kent' campaign has already resulted in an increase in the number of applicants for apprenticeships made through the website.

## 7 Conclusion

- 7.1 EYFS outcomes this year have improved from 74.3% to 75.3% and achievement gaps for all vulnerable groups have narrowed

Outcomes at Key Stages 1 and 2 are also positive and show Kent performing above the national averages for the majority of indicators for the second successive year. Outcomes for FSM eligible pupils also show improvement across all areas when compared to 2018.

At Key Stage 4, comparative data indicates that schools have attained largely in line with 2017 outcomes and remain in line with National Averages. Progress measures continue to fall below National measures. The proportion of young people achieving English and Maths at both a standard and strong pass continues to rise, improving our performance against our 11 statistical neighbours to 6<sup>th</sup> and 4<sup>th</sup> respectively, in 2017 both these measures placed 7<sup>th</sup>. It will be a priority to work with schools to develop their curriculum offer and improve guidance for students in choosing appropriate Post-16 pathways and to ensure provision of a full range of technical pathways at ages 14-19.

Results at Key Stage 5 are positive across A level and Academic qualifications, with declines in both uptake and outcomes for both Applied and Technical qualifications. The trends mirroring the national picture.

## 8. Recommendations:

The Children's, Young People and Education Cabinet Committee are asked to note:

- (i) the improvement in the EYFS GLD overall and the narrowing of achievement gaps for vulnerable groups
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The outcomes at Key Stage 4, given the current education context.
- (iv) The outcomes at Key Stage 5, across all qualifications.

### Lead Officer

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Decision No:** N/A

**Subject:** Children and Young People's Mental Health Services, Funded by Kent County Council

**Classification:** Unrestricted

**Key Decision:** N/A

**Past Pathway of Paper:** None

**Future Pathway of Paper:** N/A

**Electoral Division:** All

**Summary:**

This paper summarises the current mental health services for children and young people in Kent. The paper outlines which are funded by KCC and which are funded by the NHS, with a focus on the services funded by KCC, delivered by the North East London Foundation Trust (NELFT).

The paper outlines the strengths and challenges within those services, including the current arrangements for contract management and outlines a range of options available for moving forwards.

To date, the performance of the services funded by KCC against agreed Key Performance Indicators, (KPIs) the timeliness of interventions and the accuracy and availability of data has been managed through an overarching transformation board, led by West Kent Clinical Commissioning Group (CCG).

Thus far, this arrangement has been unable to produce the desired effect and outcomes for KCC. Therefore, as a result, it is proposed that the monitoring and performance management arrangements change. It is the intention to continue to work in partnership with NHS colleagues to ensure the best whole system approach for children and young people.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to consider the 3 options suggested in this report. A further decision report will be presented to Committee at its meeting on 11 January 2019.

## 1. Context

- 1.1. An increasing number of children, young people and young adults are experiencing mental health problems. National statistics demonstrate that: 20% of adolescents may experience a mental health problem in any given year; 50% of mental health problems are established by age 14; and 75% of mental health problems are established by age 24.
- 1.2. Risk factors for developing mental health issues include (but are not limited to) children who live in poverty, parental mental ill health, family debt, being a child in need and becoming a looked after child. There is also a growing body of evidence outlining the risks with the use of social media. Agencies working in the Mental Health arena report an increasing level of complexity and adversity compared with 10 or even 5 years ago, with teachers suggesting that one in three children in the classroom have mental health needs.
- 1.3. By accessing effective and timely specialist and integrated treatment children, young people and young adults' mental health is more likely to improve.
- 1.4. KCC recognises the severity of the issue and is committed to working in partnership with the NHS to tackle the growing challenge of poor mental health within children and young people. The strategy issued by the Department of Health [Future in Mind](#), highlights the importance of a whole system approach including the provision of targeted early intervention services. KCC recognises that any one service acting alone cannot be expected to tackle this issue and that action must take place in partnership.
- 1.5. Nationally, all areas are required to submit a local transformation plan in relation to children and young people's mental health. The Kent and Medway Local Transformation plan has recently been cited by NHS England as an exemplar to tackle challenges that are of national concern. This plan is available [here](#)
- 1.6. KCC has a statutory responsibility to ensure that health and other services provide targeted and dedicated support to looked-after children according to need. This could include a dedicated team or seconding a CAMHS professional into a looked-after children multi-agency team.
- 1.7. Whilst there is no statutory obligation to provide the Early Help element of the CYPMH service, many cases that come through Early Help contain a need for Mental Health Support. It is also worth noting that each of the Local Authorities rated Good or Outstanding thus far under the new Inspection of Local Authority Children's Services (ILACS) Ofsted framework have evidenced robust Early Help provision is in place – The EH element of the CYPMH provision is to support the total Early Help offer and to reduce the escalation of mental health concerns into Tier 3 services.

## 2. Current Provision in Kent

- 2.1. KCC, Children, Young People and Education (CYPE) Directorate, Public Health and the 7 Clinical Commissioning Groups (CCGs) across Kent have worked together since 2015 to implement a county wide Children and Young People

Mental Health service partnership model. This model includes the provision of universal education services, early intervention services for children and young people experiencing early stage wellbeing difficulties, targeted services for those with a high complexity of need and specialist services for those young people with complex and serious mental health conditions.

- 2.2. A procurement process took place concluding in 2016. This process was managed by KCC and delivered by NHS and KCC officers. The process awarded the contract to provide the targeted and specialist support to North East London Foundation Trust (NELFT), which includes the oversight of a new Single Point of Access (SPA).
- 2.3. Kent Community Health NHS Foundation Trust (KCHFT) were awarded the contract to deliver the school nursing service which included the early stage emotional wellbeing packages of care. Services are accessed through the SPA via a triage process which allocates the child or young person to the right service based on the information available.
- 2.4. A number of elements of the new model have started to deliver good impact,
  - Over 11,000 referrals have been made to the Single Point of Access (SPA) and as a result the KCHFT school nursing service has delivered 1,523 packages of care to Primary school aged children and 760 packages of care to Secondary school aged children and young people since September 2017.
  - Services are complimented by a range of provision including initiatives such as HeadStart Kent, which is a Big Lottery funded investment of £10m over 5 years.
  - The HeadStart Kent Programme has so far engaged 40 schools, 1094 staff in schools and communities have been trained and 834 young people have had resilience conversations, which have been used to increase access to services and activities to improve their emotional health and wellbeing.
  - Good Mental Health Matters' a locally funded NHS resource has had 235 secondary schools sign up and seen just under 5,000 visits to the website.
  - The innovative programme 'Mind and Body' have recently won an award from the 2018 National Positive Practice in Mental Health Awards.
  - NELFT provision to support the youth justice service is fully embedded into the service delivery model and is working well to support young people involved in the criminal justice system.
- 2.5. The total system and associated funding are set out in Appendix 1.
- 2.6. To work together in the integrated model the Council entered into a Section 76 (S.76) arrangement with West Kent CCG (North, West and East Kent) and Thanet CCG (East Kent), for the NELFT contract to provide services to support:
  - Priority assessment for Looked After Children;
  - Work in Early Help Units, to intervene early and stop escalation into Tier 3 mental health services;
  - Children at risk of, or subject to, the effects of harmful sexual behaviour; and

- Kent Health Needs Education Service (KHNES)

- 2.7. In April 2017, NELFT were awarded the contract to run CYPMHS for 5-years from 1st September 2017 with a total contract value of £82,504,977 over 5-years (£15,964,287 p.a.). Of this KCC fund four key areas; Early Help (£1.2m); Children in Care (£1m); Kent Health Needs Education Service (£240k); and Children at risk of or subject to harmful sexual behaviour (£217k) total £2.657m p.a. over 5-years.
- 2.8. The contract with NELFT commenced in September 2017. By January 2018 it had become apparent that the Early Help element of the contract was not being delivered to the agreed specification. Concerns were raised to the Lead Commissioner and work has been ongoing ever since, to resolve these concerns.
- 2.9. The concerns can be summarised into the following 3 areas: Access to services, data and contract monitoring.
- NELFT completed a new clinical model and an associated staffing restructure in April 2018 to structure their services into a 5-pathway model which includes an Early help pathway. This model was chosen by NELFT as they believe that it offers better access to the right clinical support where appropriate. However, NELFT have outlined that delivery against all of the elements of the model has been heavily impacted by unanticipated demand for the specialist elements of the model and an inherited back-log. This has had an extremely negative impact on delivery of the early help pathway where the rate of children accessing support from this pathway is less than 15% of target. In addition, there is currently no delivery to the education health needs service.
  - NELFT have so far been unable to implement an effective data collection and management system quickly, which has resulted in data to assess the effectiveness of the service being presented ad-hoc. Reporting of this issue has been presented to the Kent Health Overview Scrutiny Committee. KCC has been triangulating evidence of delivery through its own data systems. NELFT have assured KCC of routine reporting and KCC will monitor this very closely for the next 3 months to ensure systematic reporting is in place.
  - Due to the S.76 arrangements, the Council does not manage NELFT directly, the responsibility for monitoring the Council's requirements rest with the CCGs. This has led to some difference in approach to assessment of the contract's performance. Stuart Collins KCC Director of Integrated Children's Services has utilised financial penalty (£400,000) for the underperformance of the contract. The cost pressure has been accepted by the CCG, who did not apply the penalty to NELFT, an approach which is unsustainable for the CCGs. The S.76 agreement refers to no variations to the agreement without prior written consent of all parties. However, some of the changes in staffing and model have not been adequately agreed with KCC colleagues. This includes the staffing model to deliver to Early help Units.

### 3. Options for Consideration

- 1.1. Based on the overall information available, there are several options to be considered on how to proceed with the service. These are as follows:
- 1.2. Option 1: Establish separate contract management meetings additional to the current arrangements in place, to work through the current issues and how the partners can work together to overcome the areas of difficulty. Establish a formal working group with West Kent and Thanet CCGs, to develop an action plan with committed timescales to work together, to resolve the current service issues. This can then be formally issued to NELFT by the CCG.
- 1.3. Option 2: Working with the CCG, vary the existing contract with NELFT to allow the Council to manage NELFT directly for the Council's element of the contract. This could involve potentially varying the S.76 arrangement regarding the funding allocation, KPI's and expectations of the service. This would enable any un-used funding for this service to be re-allocated to alternative services/providers to ensure the services are delivering the best outcomes for children and young people.
- 1.4. Option 3: Work with KCC legal colleagues to terminate the S.76 agreement and establish a new model of provision. A new service could be developed and re-tendered and a new provider contracted. However, this would potentially cause a gap in delivery and present significant issues with the interface with the SPA.
- 1.5. KCC is committed to working in partnership with the NHS and the provider to manage the challenges that are facing mental health services for children and young people. KCC wishes to retain a partnership approach with the NHS and to review how to make the model work in the interests of children and young people.
- 1.6. However, KCC also has to ensure that the contribution it makes to the contracts in place are delivering the expected outcomes that the Local Authority is responsible for.
- 1.7. The change in approach would need to be agreed jointly between the Council, CCG and NEFLT to understand how the service may be affected by splitting the contract management function into different areas:
  - i. The Council would seek to pay NEFLT directly, rather than via the CCG, in accordance to the delivery of the services. This would be subject to the review of the service costs and, if appropriate, certain elements may be better suited to paying the CCG e.g. potential SPA contribution costs.
  - ii. The S.76 would then cease to be appropriate in its current form, subject to the agreement of the content and payment agreements. Subject to the decisions, the S.76 will require amendment or termination and potentially a memorandum of understanding put in place between the Council and the relevant CCGs.

- iii. Should the CCG or NELFT not wish to proceed with the Option 2, the Council will need to revisit the alternative options proposed, potentially with Legal support, to decide the most appropriate course of action.

**Recommendation(s):**

The Children's, Young People and Education Cabinet Committee is asked to consider the 3 options suggested in this report. A further decision report will be presented to Committee at its meeting on 11 January 2019.

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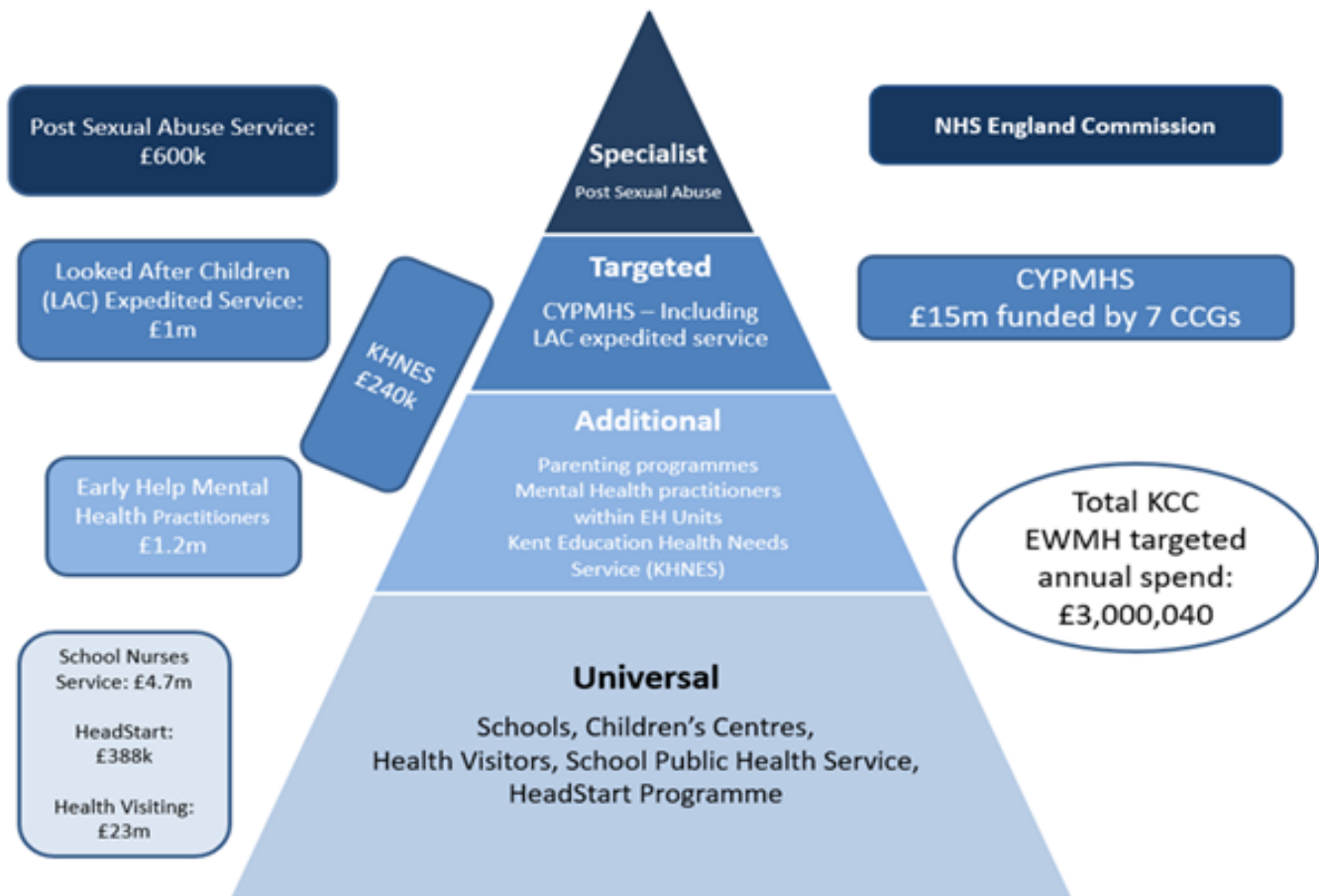
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## Appendix 1 – Services and Annual Funding Arrangements for Emotional Health and Mental Wellbeing Services in Kent



EHMW Service	Funding and Source	Provider
CYPMHS: Post Sexual Abuse	KCC CYPE funding £600k	North East London Foundation Trust (NELFT)
CYPMHS: LAC Expedited Service	KCC CYPE funding £1m	
CYPMHS: KHNES	KCC CYPE funding £240k	
CYPMHS: Early Help Mental Health Practitioners	KCC CYPE funding £1.2m	
CYPMHS: CCG elements	7 CCGs funding £15m	
HeadStart Kent	The Big Lottery £10m (over 5-years)	KCC Early Help and various, locally commissioned providers
School Nursing Service	KCC Public Health funding £4.7m	Kent Community Health Foundation Trust (KCHFT)
Health Visiting	KCC Public Health funding £23m	

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

Matt Dunkley, CBE, Corporate Director of Children, Young People and Education

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Award Report: Mobilisation of Independent Adoption & Special Guardianship Order (SGO) Support Services

**Classification:** Unrestricted

**Past Pathway of Paper:** 8 March 2018 - Children, Young People & Education Cabinet Committee

**Future Pathway of Paper:** N/A

**Electoral Division:** All

**Summary:** This report summarises the activity taken to commission and mobilise a new contract for the provision of Independent Adoption & Special Guardianship Order (SGO) Support Services.

The contract commenced on the 1<sup>st</sup> October 2018 for a term of 3 years with the option to issue a further 2-year contract extension.

A cabinet member decision was recorded on the 26<sup>th</sup> March 2018 (decision number 18/00013), where the Cabinet Member for Children, Young People and Education took the following decisions:

- a) **AGREE** to procure a new contract for Independent Adoption and Special Guardianship Order Support Services; and
- b) **DELEGATE** authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.

### **Recommendation(s)**

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the new contractual arrangements for the provision of Independent Adoption and Special Guardianship Order Support Services.

## **1. Introduction**

- 1.1 This report details the activity undertaken to commission and mobilise a new contract for the provision of Independent Adoption & Special Guardianship Order (SGO) Support Services.

- 1.2 The previous contract held by Barnardo's expired on 30<sup>th</sup> September 2018 and following a paper presented to the Children, Young People and Education Cabinet Committee, a decision was recorded on the 26<sup>th</sup> March 2018 (decision number 18/00013) agreeing to the procurement of a new service. This decision delegated authority to the Corporate Director of Children, Young People and Education, or other nominated officer, to undertake the necessary actions to implement the decision.
- 1.3 Following an Open Tender exercise in accordance with the guidelines set out in the EU Procurement Contract Regulations (PCR 2015), the Council awarded a contract to Barnardo's who were successful through the selection and award stages of the published tender. The new contract began on 1<sup>st</sup> October 2018.

## **2. Background**

- 2.1 KCC's Independent Adoption and SGO Support Services have been successfully outsourced for more than 10 years and have previously been subject to 3 competitive tenders. The last contract holder was Barnardo's.
- 2.2 There are four individual elements to the overall contract and the following gives a brief description.

### **An independent support service to birth parents**

To provide a support and counselling service to birth parents prior to an adoption taking place, where a child is (or children are) looked after by the Council, and for whom adoption has been identified as the permanency plan.

### **A service that provides access to birth records and intermediary services for adult adoptees**

To assist adopted persons either adopted through the Council or who are resident in Kent, and who are aged 18 and over, to obtain information in relation to their adoption and to facilitate contact between such persons and their adult birth relatives.

### **Access to information and intermediary services for birth relatives and those with a prescribed relationship**

To provide advice and support to birth relatives and those with a prescribed relationship aged 18 years and over, who require intermediary and counselling services and access to non-identifying information regarding their adoption.

### **Contact services (direct contact and letterbox contact)**

To provide a direct and indirect contact service for children under the age of 18 who have been adopted or who are subject to a Special Guardianship Order and who have agreed contact with their birth relatives.

- 2.3 These are statutory services which all local authorities are required to make available for those meeting the relevant criteria.

- 2.4 Work to develop the new arrangement followed full analysis of the out-going contract arrangement covering utilisation of the service, its effectiveness and the resources required to deliver the service. This evidence was used to inform the commissioning and procurement plan.

### **3. Consultation and Stakeholder Engagement**

- 3.1 As part of the planning process feedback was sought from a range of stakeholders to assist in determining future key issues that needed to be addressed within the new contract.
- 3.2 Of particular note, service users reported that they felt valued and supported by the service and valued highly specific elements of service delivery such as the letter writing workshops and support groups. These activities were included within the new contract.
- 3.3 Activity was undertaken with the aim of stimulating the market and this included issuing a Prior Information Notice (PIN) onto the Kent Business Portal. Market engagement events also provided an opportunity for suppliers to find out about future commissioning intentions and to discuss ideas, views and suggestions directly with commissioners.

### **4. Procurement Approach**

- 4.1 Following a review of the performance of the previous contract, and collaboration with the Adoption Service on the service model, a new service specification, contract management schedule and Key Performance Indicators were produced which will be used to evaluate the effectiveness and contribution of the Provider and the successful delivery of the contract.
- 4.2 A competitive Open Tender process was undertaken, with the tender offering one contract covering the 4 distinct services. The tendering process was run through the Council's e-tendering system, Pro-Contract, which is available via the Kent Business Portal.
- 4.3 Providers were required to self-certify a number of pass/fail questions including statutory questions required to be asked by local authorities e.g. history of insolvency etc. Other areas covered as part of the evaluation process were
- Health & Safety
  - Financial Stability
  - Ofsted Rating
  - Ofsted Registration
  - Quality questions aligned to each service and linked to the Regulatory Framework
  - Pricing Schedule
- 4.4 The tender evaluation which was carried out by Kent Finance, Strategic Commissioning and Kent Practitioners. Barnardo's were successful through the Selection and Award stages and were awarded the contract.

4.5 Following the award process the new contract began on 1<sup>st</sup> October 2018. As there has been no change in provider following the tendering exercise, issues regarding mobilisation have been minimal with no disruption to on-going cases.

## **5. Financial Implications**

5.1 The maximum 3-year cost for the new service is £1,128,498. The savings achieved through the procurement process have been minimal, but cost avoidance has enabled the Council to price protect these services for the last four years through the previous contract and this will continue for the next 3-years.

5.2 The new contract specifies that if referrals levels drop below the specified minimum threshold then contract management mechanisms will be instigated and funding levels will be revised according to the costs submitted as part of the tender process for below minimum thresholds.

## **6. Legal Implications**

6.1 There are no legal implications as a competitive procurement process has been undertaken, and we have awarded a legitimate contract under EU Procurement Contract Regulations (PCR 2015).

6.2 The Council is obliged to fulfil its statutory responsibilities regarding Adoption and Special Guardianship; the services which are delivered under this contract are subject to specialised additional legislation and guidance which provides a comprehensive framework within which adoption agencies are expected to operate and deliver the services.

6.3 The following is some of the legal framework applicable to accessing adoption information:

- Adoption Agencies Regulations 1983
- Adoption and Children Act 2002
- The Adoption Information and Intermediary Services (Pre-Commencement Adoptions) Regulations 2005
- The Disclosure of Adoption Information (Post commencement Adoptions) Regulations 2005

## **7. Equalities Implications**

7.1 An Equality Impact Assessment (EQIA) was carried out which indicated a low impact. This EQIA was submitted with the original key decision paper submitted to the Children, Young People & Education Cabinet Committee in March 2018.

## 8. Conclusions

- 8.1 The contract for the new Independent Adoption & Special Guardianship Order (SGO) Support service was awarded to Barnardo's. The new contract has been operational from 1<sup>st</sup> October 2018 and deliver to continue to meet the needs of children who have been adopted, and to birth families and adoptive parents.

## 9. Recommendations

### Recommendation(s):

The Children's, Young People and Education Cabinet Committee is asked to **NOTE** the new contractual arrangements for the provision of Independent Adoption and Special Guardianship Order Support Services.

### Contact details

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**From:** Roger Gough, Cabinet Member for Children, Young People and Education

**Matt Dunkley, CBE, Corporate Director of Children, Young People and Education**

**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Children, Young People and Education Directorate Performance Scorecard

**Summary:** The Children, Young People and Education performance management framework is the monitoring tool for the targets and the milestones for each year up to 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

**Recommendations:** The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard, which now includes Education, Early Help, and Specialist Children's Services.

## 1. Introduction

- 1.1 The Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

## 2. Children, Young People and Education Performance Management Framework

- 2.1 The performance scorecard indicators are grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.
- 2.2 Management Information, working with Heads of Service, also produce service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for School Improvement, Skills and Employability services and Early Years and Childcare. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special Educational Needs (SEN). For Specialist Children's Services (SCS) the Monthly Scorecard covers the key performance measures for the service, and service specific Performance Scorecards are also produced for the following service areas: Children in Care; Adoption; Fostering; Care Leavers; Missing Children; and Quality Assurance Reporting.
- 2.3 The indicators on the Directorate scorecard provide a broad overview of performance and are supported by the greater detail within the service scorecards.

### **3. Current Performance**

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have been updated to align with the latest version of Vision and Priorities.
- 3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 5 - 7.

#### **Green indicators**

- 3.4 The number of permanent exclusions from Secondary schools has risen by two pupils from 27 in July to 29 but remains above the target of 35.
- 3.5 The rate of proven re-offending by children and young people at 33.3 is above the target of 36. Out of a cohort of 613 offenders 204 reoffended.
- 3.6 The number of first time entrants to the Youth Justice system continues to reduce and at 247 remains ahead of the target of 290.
- 3.7 At Key Stage 2, 66% of pupils achieved the expected standard in reading, writing and maths compared to the national figure of 64%. We had the second highest results when compared to our statistical neighbours (behind Warwickshire with 67%).
- 3.8 The percentage of parents getting first preference of secondary school at 79.6% is above the target of 78%. 27 secondary schools have made a further 996 Year 7 places available for this September.
- 3.9 The completion rate for Returner Interviews, undertaken when a child/young person returns after going missing is 96.1%, and remains above the 85.0% target. This is a local measure (and target) used within Kent County Council to maintain the focus on high completion rates for Returner Interviews, ensuring that information obtained is used to help prevent future episodes of the child/young person going missing. There is no national or regional comparator data available for this performance measure.
- 3.10 The percentage of children becoming subject to a child protection plan for a second or subsequent time is 20.4%. This is within the target range of 17.5% - 22.5% and compares to average rates for England of 20.2% and Statistical Neighbours 21.5% (both 2017/18).
- 3.11 The percentage of children/young people remaining in the same placement for the last 2 years (for those that have been in care for more than 2.5 years) is 70.3%, achieving the Target of 70.0%. The latest published information for the England average is 68.0%, and is 65.8% for Kent's Statistical Neighbours (both rates are for 2016/17 performance)
- 3.12 The average number of days between a child coming into care and moving in with an adoptive family is 349 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 458 days, and against the latest information available via the South-East Benchmarking Group which for Quarter 1 of 2018/19 reported an average of 402 days (for children adopted in that quarter).

## Amber indicators

- 3.13 Overall 505 of the 552 schools in Kent with a current inspection were good or outstanding, and 92% of pupils were attending good or outstanding schools. The priorities moving forward are to maintain the proportion of schools with a judgement of good or better, increase the number of schools graded as outstanding and move those who require improvement to become good as quickly as possible. Currently 22% of schools in Kent are judged to be outstanding.
- 3.14 The percentage of Early Years settings which were Good or Outstanding at 96.3% is below the target of 98.0%. Sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service.
- 3.15 The number of NEETs rises over the summer months due to school and college leavers and increases significantly in September as new data is processed and young people find new learning and training placements. The three-month rolled average for December, January and February that the DfE to benchmark Local Authority's performance, was 2.6% which was just off the target of 2.5% and is an improvement on the 2015/16 outturn of 3.0%. It is this figure which is used in national reporting.
- 3.16 In the Early Years Foundation Stage 75.1% of children attending a school in Kent achieved a good level of development compared to the national figure of 71.5%. We had the second highest results when compared to our statistical neighbours (behind East Sussex with 76.5%).
- 3.17 The percentage of referrals to Children's Social Care within 12 months of a previous referral is 25.4% This compares to the latest published information for the England average is 21.9% and for 24.8% for Kent's Statistical Neighbours (both rates are for 2017/18 performance).
- 3.18 Percentage of Children in Care who are placed in KCC Foster Care, or within Relatives and Friends placements (excluding Unaccompanied Asylum Seeking Children) is 84.3%, which is just below the target of 85.0%. Information regarding the availability of in-house foster placements is continually reviewed to ensure that capacity is fully utilised and from April 2018 all fostering placements have been sourced centrally via the Total Placements Team.
- 3.19 The percentage of Care Leavers who are in education, employment or training (for those that the authority is in touch with) is 64.7%. This has reduced from the previously reported performance of 65.4% and as a result is now below the Target of 65.0%.
- 3.20 The percentage of on-line case file audits of children's social care records rated as good or above is 74.0% which is a decrease from the previously reported figure of 77.9% (July 2018). This is now below the Target of 75.0%. Within the last 12 months the Audit process has undergone significant changes, both to the process and the software. This has resulted in a reduction in the total number of on-line audits completed in the period – 364 for the 12 months to September 2018 compared to 456 for the 12 months to September 2017.
- 3.21 The percentage of case-holding posts filled by permanent qualified social workers improved from the last reported figure of 80.3% in July 2018, to 84.9% in

September 2018, and close to the Target of 85.0%. The latest publication of children's Social Care Workforce data in February 2018 shows Kent performing well against the range of staffing measures. The average Agency Social Worker rate for England is reported as 15.8% and 11.9% for Kent, and the average Social Worker vacancy rates for England were 17.0%, and 14.1% for Kent. These figures were as at 30th September 2017.

- 3.22 The average caseload of Social Workers in the Children in Care Teams is 15.4, which has improved from the last reported figure of 16.4 in July 2018. It is now close to the Target of 15 children/young people.
- 3.23 At 21.5 the average caseload for Social Workers in the Children's Social Work Teams has improved from the last reported figure of 23.1 in July 2018, but it remains above the target of 18 children/young people. The reduction of caseloads remains a key priority for Children's Social Work Services

### **Red indicators**

- 3.24 The take-up for two years olds has increased from 62.2% in July to 65.6% in September but remains below the target of 80%. This will increase as term goes on with an expected take up of 70% at the end of December 2018. Priorities include the ongoing delivery of 30 Hours of Free Childcare, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds and increasing the number of Early Years settings working within a collaboration.
- 3.25 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 43.4% (759 out of 1,747) against a target of 95%. However the performance for the month of September is better at 52.1% (101 out of 194). There has been an increase of 30% in the number of Education, Health and Care Plans (EHCPs) within the past 12-months.
- 3.26 The number of permanent exclusions of Primary aged pupils has decreased by two pupils to 22 which is ten higher than the target. However, exclusions from Kent schools are still lower than the national figure (reported as a rate of the school population).
- 3.27 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased from 83.5% to 72.0% and is below the target of 82%. However for Early Help unit cases initiated via an Early Help Notification 85% of cases are closed with outcomes achieved, which is above the 80% service standard.

## **4. Recommendations**

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard.

### **Background Documents**


CYPE Directorate Scorecard – September 2018

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Children, Young People and Education Performance Management

# Children, Young People and Education Directorate Scorecard

September 2018

Produced by: Management Information, KCC

Publication Date: 29th October 2018



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## Guidance Notes

**Note:** Data for indicator **EH02** only includes those completed on the old Contact form prior to the implementation of the new Front Door Request for Support. This was decided by Katherine Atkinson for all notification reporting for September 2018. Any Contacts completed on the new form in September will be included in October's EH scorecard release.

### POLARITY

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

### RAG RATINGS

<b>RED</b>	Floor Standard* has not been achieved
<b>AMBER</b>	Floor Standard* achieved but Target has not been met
<b>GREEN</b>	Target has been achieved

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

### DIRECTION OF TRAVEL (DOT)

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

### INCOMPLETE DATA

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

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### DATA PERIOD

<b>R12M</b>	Monthly Rolling 12 months
<b>MS</b>	Monthly Snapshot
<b>YTD</b>	Year To Date
<b>Q</b>	Quarterly
<b>A</b>	Annual

### CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
SISE	School Improvement and Skills & Employability Scorecard
EY	Early Years Scorecard
EH	Early Help Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
SCS	SCS Performance Management Report

### KEY TO ABBREVIATIONS

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

Directorate Scorecard - Kent

Monthly and Quarterly Indicators		Polarity	Data Period	QPR	Latest Result	Target 2018-19	RAG 2017-18	Previously Reported Result	DOT	Kent Outturn 2017-18	Target 2017-18	RAG 2017-18
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	L	MS		4	0	RED	3	↓	3	0	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	MS		91.5	93	AMBER	91.1	↑	91.1	92	AMBER
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	H	MS	✓	96.3	98	AMBER	96.5	↓	96.5	98	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	MS		65.6	80	RED	62.2	↑	62.2	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	43.4	95	RED	46.4	↓	43.8	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		846	325	RED	832	↓		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils (as at end of Sept 2018)	L	R12M		22	12	RED	24	↑	24	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils (as at end of Sept 2018)	L	R12M		29	35	GREEN	27	↓	25	40	GREEN
CYPE6	Percentage of Children Missing Education cases, closed within 30 days (for period September 2017 to August 2018)	H	R12M		82.8	85	AMBER	60.7	↑	60.7	80	RED
SISE49	Number of apprenticeships 16-18 year olds (2017-18 Quarter 3 [Latest Result] v 2016-17 Quarter 4 [Previously Reported Result])	H	Q	✓	2,070	3,600	RED	2,670	↓	2,670	3,600	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	MS	✓	1.9	1.5	AMBER	3.1	↑	2.6	2.5	AMBER
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		3.1	2.7	AMBER	2.8	↓	3.1	2.8	AMBER
EH12	Rate of notifications received per 10,000 0-17 population (rolling 12 months)		MS		388.6			379.4		356.2		
EH15	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	72.0	82	RED	83.5	↓	82.5	80	GREEN
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	H	MS		48.3	65	RED	63.0	↓	61.8		
CYPE8	Rate of proven re-offending by CYP	L	Q		33.3	36	GREEN	33.5	↑			
CYPE9	Number of first time entrants to Youth Justice system	L	R12M	✓	247	290	GREEN	260	↑			
SCS1	Re-referrals within 12 months	L	R12M		25.4	25.0	AMBER	25.1	↓	23.1	25.0	GREEN
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.6	85.0	GREEN	91.5	↑	91.6	85.0	GREEN
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.4	20.0	GREEN	20.5	↓	20.4	17.5	AMBER
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	H	MS	✓	70.3	70.0	GREEN	69.3	↑	69.4	70.0	AMBER
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	84.3	85.0	AMBER	84.5	↓	84.6	85.0	AMBER
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	349.2	426.0	GREEN	336.8	↓	322.5	426.0	GREEN
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	64.7	65.0	AMBER	65.4	↓	66.2	65.0	GREEN
SCS37	Percentage of on-line Case File Audits rated as Good or above	H	R12M	✓	74.0	75.0	AMBER	77.9	↓	81.7	70.0	GREEN
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	84.9	85.0	AMBER	80.3	↑	82.7	85.0	AMBER
SCS42	Average caseloads in the CIC Teams	L	MS		15.4	15.0	AMBER	16.4	↑	15.9	15.0	AMBER
SCS43	Average caseloads in the CSWT Teams	L	MS		21.5	18.0	AMBER	23.1	↑	22.9	18.0	RED

Directorate Scorecard - Kent

Annual Indicators		Polarity	Data Period	QPR	2017-18 Kent Outturn	Target 2017-18	RAG 2017-18	2016-17 Kent Outturn	DOT	Target 2018-19
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	77	AMBER	74.2	↑	79
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	L	A		17.5	9.5	RED	21	↑	9.0
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		66	66	GREEN	65	↑	68
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23.8	20	RED	26	↑	19
SISE12	Average score at KS4 in Attainment 8	H	A		46.8	53	AMBER	46.3	↑	54
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A			20		18.4		19
SISE43	Percentage of young people with Level 2 attainment by age 19	H	A		83.0	90.0	RED	85.4	↓	90
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	L	A		24.8	14.0	RED	21.2	↓	13
SISE45	Percentage of young people with Level 3 attainment by age 19	H	A		54.7	65.0	RED	54.1	↑	58
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	L	A		33.7	18.0	RED	32.5	↓	20
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	2.8	AMBER	3.0	↓	2.8
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	90	AMBER	89.0	↑	91
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	78	GREEN	80.5	↓	77
CYPE4	Percentage of surplus school places in Kent Primary schools	T	A		5.1	5		4.6		5
CYPE5	Percentage of surplus school places in Kent Secondary schools	T	A		9.4	7		9.6		5
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	8.5	AMBER	8.7	↔	8.5
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.6	12.5	RED	14.2	↓	13.7

## Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Ofsted published inspection reports (MI Database)	Inspections data as at Sept 2018	Oct 2018
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at Sept 2018	Oct 2018
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	Ofsted published inspection reports (MI Database)	Inspections data as at Sept 2018	Oct 2018
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	FF2 Team in Early Years & Childcare	Snapshot as at 12th October 2018	Oct 2018
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at September 2018	Oct 2018
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at September 2018	Oct 2018
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Impulse database - monthly reported data	Rolling 12 months up to Sept 2018	Oct 2018
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Impulse database - monthly reported data	Rolling 12 months up to Sept 2018	Oct 2018
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Oct 2017 to Sept 2018	Oct 2018
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2017-18 Quarter 3 data	July 2018
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	MI monthly reporting	Snapshot data at end of Sept 2018	Oct 2018
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of Sept 2018	Oct 2018
EH02	Rate of notifications received per 10,000 0-18 population (rolling 12 months)	Early Help module	Rolling 12 months up to Sept 2018	Oct 2018
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Sept 2018	Oct 2018
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	Early Help module	Snapshot as at Sept 2018	Oct 2018
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2016 to Dec 2016 cohort	Oct 2018
CYPE9	Number of first time entrants to the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to Sept 2018	Oct 2018
SCS1	Re-referrals within 12 months	Liberi	Rolling 12 months up to Sept 2018	Oct 2018
SCS9	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Sept 2018	Oct 2018
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Sept 2018	Oct 2018
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	Liberi	Snapshot as at Sept 2018	Oct 2018
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Sept 2018	Oct 2018
SCS9	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Sept 2018	Oct 2018
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Sept 2018	Oct 2018
SCS37	Percentage of on-line Case File Audits rated as Good or above	Firmstep	Rolling 12 months up to Sept 2018	Oct 2018
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Sept 2018	Oct 2018
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Sept 2018	Oct 2018
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Sept 2018	Oct 2018
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2017-18 DfE published	Oct 2018
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2017-18 MI Vulnerable Groups analysis	Aug 2018
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2017-18 DfE provisional	Sept 2018
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2017-18 MI Vulnerable Groups analysis	Aug 2018
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2017-18 DfE provisional	Oct 2018
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 NCER provisional	Oct 2018
SISE43	Percentage of young people with Level 2 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE45	Percentage of young people with Level 3 attainment by age 19	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	DfE SFR Level 2 and 3 Attainment by age 19	Attainment by age 19 in 2017	May 2018
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	DfE annual snapshot based on school census	Snapshot as at January 2018	July 2018
CYPE2	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	April 2018
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2018-19	March 2017
CYPE4	Percentage of surplus school places in Kent Primary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
CYPE5	Percentage of surplus school places in Kent Secondary schools	Commissioning Plan for Education Provision in Kent	2017-18 surplus capacity data	Jan 2018
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Annual data for academic year 2016-17	2016-17 DfE published	March 2018
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Annual data for academic year 2016-17	2016-17 DfE published	March 2018

Indicator Definitions

Code	Indicator	Definition
SISE31	Number of schools in Ofsted Category (special measures or serious weakness)	Number of Kent maintained schools and academies judged inadequate for overall effectiveness by Ofsted in their latest inspection.
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained schools and academies, judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent maintained schools and academies. Includes Primary, Secondary and Special schools and Pupil Referral Units.
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	The percentage of Kent Early Years settings (non-domestic premises only), judged good or outstanding for overall effectiveness in their latest inspection, as a proportion of all inspected Kent Early Years settings (non domestic premises only).
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	Definition to be confirmed.
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	The percentage of Education and Health Care Plans that are issued within 20 weeks as a proportion of all such plans. An education, health and care plan (EHCP) replaced statements and are for children and young people aged up to 25 who need more support than is available through special educational needs support.
CYPE1	Number of pupils being placed in independent or out-of-county special schools	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools.
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	The total number of pupils in Year R to Year 6 that have been permanently excluded from a Kent maintained Primary school, Special school or Pupil Referral Unit (PRU) or Primary academy or Special academy during the last 12 months.
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	The total number of pupils in Year 7 to Year 14 that have been permanently excluded from a Kent maintained Secondary school, Special school or Pupil Referral Unit (PRU) or Secondary academy or Special academy during the last 12 months.
CYPE5	Percentage of Children Missing Education cases, closed within 30 days (either accessing education/moved out of Kent/moved out of country)	The number of closed cases within the 30 days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
SISE49	Number of apprenticeships 16-18 year olds	The number of young people aged 16-18 starting an apprenticeship. Source: Skills Funding Agency and Department for Business, Innovation & Skills
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	The percentage of young people who have left compulsory education, up until the end of National Curriculum Year 13, who have not achieved a positive education, employment or training destination. This replaces the indicator SISE58 Percentage of 16-18 year olds not in education, employment or training (NEET)
EH02	Rate of notifications received per 10,000 0-18 population	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2013 0-18 population Estimates. The data includes all notifications received by EHPS excluding the notification types that were "SCS" or "CDT".
EH16	Percentage of cases closed by Early Help Units with a positive outcome	The percentage of all cases closed by Units with outcomes achieved for the current reported month. The data includes all cases that were sent to Units at Early Help Record stage. It is calculated from the completion date of the closure form. Closure outcomes used are those which contain "Outcomes achieved".
EH52	Percentage of Assessments completed in the given month, on open cases within 6 weeks of allocation	The proportion of open cases with an assessment completed in the last month, where the assessment was completed within 30 working days of allocation, for the current month only.
CYPE8	Rate of proven re-offending by CYP	An offender enters the cohort if they are released from custody, received a non-custodial conviction at court or received a reprimand or warning (caution) in a three month period. A proven reoffence is defined as any offence committed in a one year follow-up period that leads to a court conviction, caution, reprimand or warning in the one year follow-up or within a further six month waiting period to allow the offence to be proven in court. <b>It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.</b>
CYPE9	Number of first time entrants to the Youth Justice system	First time entrants are defined as young people (aged 10 – 17 years) who receive their first substantive outcome (relating to a Youth Caution with or without an intervention, or a Conditional Caution or a Court disposal for those who go directly to Court without a Youth Caution or Conditional Caution).

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## Children, Young People and Education Performance Management

### Indicator Definitions

Code	Indicator	Definition
SCS1	Re-referrals within 12 months	The percentage of referrals to SCS in the last 12 months where the previous referral date (if any) is within 12 months of the new referral date.
SCS8	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of on-line Case File Audits rated as Good or above	The percentage of all online case audits completed in the last 12 months where the overall outcome is either good or above
SCS40	Percentage of case holding posts filled by permanent qualified social workers	The percentage of case holding posts (FTE) at the snapshot date which are held by qualified social workers employed by Kent County Council.
SCS41	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	Percentage of pupils assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage assessed as achieving Expected or Exceeding in all Prime Learning Goals and all literacy and mathematics Early Learning Goals at the end of reception year, based on the Early Years Foundation Stage framework.
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics	The percentage of pupils at the end of Key Stage 2 working at the Expected Standard in all of Reading, Writing & maths. Includes Kent maintained schools and academies.
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing and mathematics - FSM achievement gap	The difference between the achievement of non-FSM eligible pupils and FSM eligible pupils in terms of percentage working at the Expected Standard in all of Reading, Writing & maths at KS2. Includes Kent maintained schools and academies.
SISE12	Average score at KS4 in Attainment 8	The average Attainment 8 score for pupils at end of Key Stage 4. Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.
SISE19	Average score at KS4 in Attainment 8 - FSM gap	The difference between the Attainment 8 score of non-FSM eligible pupils and FSM eligible pupils at the end of KS4 (see above definition for SISE12a). Includes Kent maintained schools and academies.

Indicator Definitions

Code	Indicator	Definition
SISE43	Percentage of young people with Level 2 attainment by age 19	The percentage of young people achieving the level 2 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 2 threshold by the end of the academic year in which they turn 19.
SISE44	Percentage of young people with Level 2 attainment by age 19 - FSM Eligible gap	This indicator reports the gap in attainment of level 2 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SISE45	Percentage of young people with Level 3 attainment by age 19	The percentage of young people achieving the level 3 threshold by age 19. The calculation is based on the number of young people that were studying in the local authority at age 15, that have passed the level 3 threshold by the end of the academic year in which they turn 19.
SISE46	Percentage of young people with Level 3 attainment by age 19 - FSM Eligible gap	The gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	Percentage of pupils with a statement of Special Educational Needs or an Education, Health and care Plan (EHCP) as a proportion of all pupils on roll in all schools as at January school census. Includes maintained schools and academies, Pupil Referral Units, Free schools and Independent schools (DfE published data).
CYPE2	Percentage of parents getting first preference of primary school	The percentage of parents who got their first preference of Primary school (out of their three ordered preferences) for their child.
CYPE3	Percentage of parents getting first preference of secondary school	The percentage of parents who got their first preference of Secondary school (out of their three ordered preferences) for their child.
CYPE4	Percentage of surplus school places in Kent Primary schools	The percentage of spare school places: current Primary school rolls calculated as a proportion of Primary schools' capacities.
CYPE5	Percentage of surplus school places in Kent Secondary schools	The percentage of spare school places: current Secondary school rolls calculated as a proportion of Secondary schools' capacities (Year 7 to 11 only)
EH46	Percentage of pupils who are persistently absent - Primary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Primary school or a Primary academy for 10% or more of their expected sessions over the reported time period.
EH47	Percentage of pupils who are persistently absent - Secondary school age based on 10% threshold	The percentage of pupils that have been persistently absent from a Kent maintained Secondary school or a Secondary academy for 10% or more of their expected sessions over the reported time period.

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**Ofsted inspection outcomes since 4<sup>th</sup> September 2018**

Term	School	Type	LA / Academy	District	Type of inspection	Most recent Inspection Date	OE Judgement	Direction of travel since previous inspection	First inspection since academising / new school	Previous Inspection Date	Previous OE Judgement	Action taken
1	The John Wallis CE Academy	PRI	ACA	Ash	8	11.09.18	2	↔		09.01.14	2	
1	Monkton CEP School	PRI	LA	Than	5	11.09.18	2	↓		19.11.11	1	This was a positive outcome and school is now consulting on federation with Minster CE Primary. The HT of Minster has been the interim executive HT over last 18 months and has significantly improved the school
1	Holy Trinity CEP School, Gravesend	PRI	LA	Grav	5	12.09.18	2	↑		19.10.17	3	
1	St Martin's School	PRI	ACA	Dov	8	13.09.18	2		Yes	N/A		
1	St Francis' Catholic Primary School	PRI	LA	Maid	8	18.09.18	2	↔		25.01.15	2	

1	St Johns CEP School	PRI	LA	Cant	5	18.09.18	2	↑		22.03.16	3	
1	Smeeth Community Primary School	PRI	LA	Ash	8	20.09.18	2	↔		06.11.14	2	
1	Lynsted and Norton School	PRI	ACA	Swa	5	25.09.18	3	↔		19.05.16	3	
1	Skidders Kent Primary Schol	PRI	ACA	TW	5	25.09.18	2		Yes			
1	Valley Invicta Primary School At Leybourne Chase	PRI	ACA	T&M	5	25.09.18	2		Yes			
1	Istead Rise Primary School	PRI	ACA	Grav	5	25.09.18	2		Yes			
1	Finberry Primary School	PRI	ACA	Ash	5	26.09.18	2		Yes			
1	Valley Invicta Primary School At Kings Hill	PRI	ACA	T&M	5	27.09.18	2		Yes			
1	St Augustine's Catholic Primary School, Hythe	PRI	LA	F&H	8	28.09.18	2	↔		12.03.15	2	
1	St George's CEP School	PRI	ACA	Swa	8	02.10.18	2		Yes			
1	Trinity School	SEC	ACA	Sev	8	02.10.18	Report not yet published			23.06.15	2	
1	Dame Janet Primary Academy	PRI	ACA	Than	5	02.10.18	2	↑		21.06.16	3	
1	Leigh Primary School	PRI	LA	Sev	8	02.10.18	2	↔		14.10.14	2	
1	Riverview Infant School	PRI	ACA	Grav	8	02.10.18	2		Yes			
1	King Ethelbert School	SEC	ACA	Than	5	02.10.18	2	↔		04.06.14	2	

1	Langafel CEP School	PRI	LA	Dart	8	03.10.18	2	↔		05.03.15	2	
1	Valley Invicta Primary School at Holborough Lakes	PRI	ACA	T&M	5	03.10.18	2		Yes			
1	St Barnabas CofE Primary School	PRI	LA	TW	8	04.10.18	2	↔		27.11.14	2	
1	Oasis Academy Isle of Sheppey	SEC	ACA	Swa	8	08.10.18	RI monitoring	Taking effective action		01.03.2017	3	
1	Tree Tops Primary Academy	PRI	ACA	Maid	8	09.10.18	Report not yet published			03.05.17	3	
1	Kingsnorth CEP School	PRI	ACA	Ash	8	09.10.18	Report not yet published			27.09.12	2	
1	Meopham Community Academy	PRI	ACA	Grav	8	16.10.18	Report not yet published			25.11.14	2	
1	The Oaks Academy	PRI	ACA	Maid	8	16.10.18	Report not yet published			04.03.14	2	
1	Sibertswold CEP School	PRI	LA	Dov	8	18.10.18	2	↔		04.12.14	2	
1	Culverstone Green Primary School	PRI	ACA	Grav	8	18.10.18	Report not yet published			18.09.14	2	
1	Joy Lane Primary School	PRI	LA	Cant	8	19.10.18	2			06.02.14	2	

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**From:** Ben Watts, General Counsel

**To:** Children's, Young People and Education Cabinet Committee –  
29 November 2018

**Subject:** Work Programme 2019/20

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: Standard item

**Summary:** This report gives details of the proposed work programme for the Children's, Young People and Education Cabinet Committee.

**Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2019/20.

1.1 The proposed Work Programme has been compiled from items on the Forthcoming Executive Decisions List, from actions arising from previous meetings and from topics identified at agenda setting meetings, held six weeks before each Cabinet Committee meeting, in accordance with the Constitution, and attended by the Chairman, Vice-Chairman and the Group Spokesmen. Whilst the Chairman, in consultation with the Cabinet Member, is responsible for the final selection of items for the agenda, this report gives all Members of the Cabinet Committee the opportunity to suggest amendments and additional agenda items where appropriate.

## **2. Work Programme 2019/20**

2.1 An agenda setting meeting was held at which items for this meeting were agreed and future agenda items planned. The Cabinet Committee is requested to consider and note the items within the proposed Work Programme, set out in the appendix to this report, and to suggest any additional topics that they wish to be considered for inclusion to the agenda of future meetings.

2.2 The schedule of commissioning activity which falls within the remit of this Cabinet Committee will be included in the Work Programme and considered at future agenda setting meetings. This will support more effective forward agenda planning and allow Members to have oversight of significant service delivery decisions in advance.

2.3 When selecting future items, the Cabinet Committee should give consideration to the contents of performance monitoring reports. Any 'for information' or briefing items will be sent to Members of the Cabinet Committee separately to the agenda, or separate Member briefings will be arranged, where appropriate.

### 3. Conclusion

- 3.1 It is vital for the Cabinet Committee process that the Committee takes ownership of its work programme, to help the Cabinet Member to deliver informed and considered decisions. A regular report will be submitted to each meeting of the Cabinet Committee to give updates of requested topics and to seek suggestions of future items to be considered. This does not preclude Members making requests to the Chairman or the Democratic Services Officer between meetings, for consideration.

**4. Recommendation:** The Children's, Young People and Education Cabinet Committee is asked to consider and agree its work programme for 2019/20.

### 5. Background Documents

None

### 6. Contact details

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## CYPE WORK PROGRAMME – 2019/2020

**Friday 11 January 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>18/00047 - Proposal to establish a 16 place Specialist Resource Provision (SRP) for Social, Emotional and Mental Health (SEMH) from September 2019 at St John's CE Primary School, Canterbury</li> </ul>	Louise Dench	November 2018 mtg
<ul style="list-style-type: none"> <li>Children and Young People's Mental Health Services (Key Decision?)</li> </ul>	Roger Gough, Stuart Collins, Karen Sharp, Louise Dench	
<ul style="list-style-type: none"> <li>Closing the gap for Vulnerable Learners and Pupil Premium</li> </ul>	Matt Dunkley at CYPE agenda setting on 17 Oct 2018	
<ul style="list-style-type: none"> <li>Review of district governance structures for 0-19 (and up to 25) non-statutory Children's Services – Final Advice/Decision</li> </ul>	Matt Dunkley/Roger Gough at CYPE CC in Sept 2018	
<ul style="list-style-type: none"> <li>Skills and Employability Update</li> </ul>	Agreed at SMT mtg – S.Hammond requested	10 July 2018 CYPE CC mtg and 25 Sept 2018 CYPE CC mtg
<ul style="list-style-type: none"> <li>Co-ordinated Primary and Secondary Scheme of Admissions</li> </ul>		
<ul style="list-style-type: none"> <li>Draft 2019-20 Budget and 2019-21 Medium Term Financial Plan</li> </ul>		
<ul style="list-style-type: none"> <li>Performance Scorecard</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Ofsted Update</li> </ul>	Standard item	
<ul style="list-style-type: none"> <li>Work Programme 2019/20</li> </ul>	Standard item	

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**Thursday 28 March 2019**

Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> <li>CYPE Directorate Business Plan 2019-2020</li> </ul>		
<ul style="list-style-type: none"> <li>SACRE Annual Report</li> </ul>		
<ul style="list-style-type: none"> <li>Annual monitoring review of the Vulnerable Learners Strategy</li> </ul>		

• Post 16 Transport Policy		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Tuesday 7 May 2019**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Friday 28 June 2019**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Tuesday 1 October 2019**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Complaints and Representations 2018-19		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Friday 15 November 2019**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	

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• Work Programme 2019/20	Standard item	
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**Friday 10 January 2020**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Wednesday 11 March 2020**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

**Tuesday 5 May 2020**

<b>Item:</b>	<b>Requested by/when:</b>	<b>Deferred?</b>
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

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