

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

Friday, 11th January, 2019

10.00 am

Council Chamber – Sessions House





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Friday, 11 January 2019 at 10.00 am
Darent Room - 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 meeting held on 29 November 2018 (Pages 7 - 16)

To consider and approve the minutes as a correct record.

5 Verbal Update by Cabinet Member and Corporate Director (Pages 17 - 18)

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.

6 18/00069 - Proposed Coordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Infant, Junior and Primary and Secondary Community and Voluntary Controlled Schools 2020/21 (Pages 19 - 146)

To receive a report which considers the outcome of the consultations on the proposed admissions arrangements for infant, junior and primary and secondary community and voluntary controlled schools and the proposed scheme for transfer to infant, primary, junior and secondary schools in September 2020 including the proposed process for non-coordinated In-Year Admissions.

7 18/00071 - Children and Young People's Mental Health Services, funded by Kent County Council

Supplementary agenda to follow.

8 Change for Kent Children Programme (Pages 147 - 162)

To receive a report which sets out the Directorate's new approach to the delivery of integrated services for children and families in Kent.

9 Capital Programme 2019-22, Revenue Budget 2019-20 and Medium-Term Financial Plan 2019-22 (Pages 163 - 174)

To receive a report which provides Members with an opportunity to comment on the draft budget proposals for 2019/20.

10 Skills and Employability (Pages 175 - 180)

To receive a report which sets out Kent's current position on apprenticeships, any difficulties and Kent's direction of travel, including who holds the responsibility for apprenticeships within Kent County Council and outlines the revised Skills and Employability Service and responsibilities under the newly established LATCo, The Education People (TEP).

11 Performance Scorecard (Pages 181 - 196)

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.

12 Ofsted Update (Pages 197 - 202)

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

13 Work Programme 2019/20 (Pages 203 - 208)

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

Thursday, 3 January 2019

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 Thursday, 29th November, 2018.

PRESENT: Mr G Cooke (Chairman), Mrs A D Allen, MBE (Vice-Chairman), Mr R H Bird (Substitute for Ida Linfield), Mr D L Brazier (Substitute for Mr M J Northey), Mrs S Chandler, Mrs P T Cole, Mrs T Dean, MBE, Mrs L Game, Mr R C Love, Mr S C Manion, Mr D Murphy, Mrs S Prendergast and Dr L Sullivan

CHURCH REPRESENTATIVES: Mr D Brunning and Mr Q Roper

OTHER MEMBERS: Mr R Gough

OFFICERS: Mr M Dunkley CBE (Corporate Director for Children Young People and Education), Mr K Abbott (Director of Education Planning and Access), Mr D Adams (Area Education Officer - South Kent), Mr S Collins (Director of Integrated Children's Services (West Kent and Early Help and Preventative Services Lead)), Mr J Nehra (Area Education Officer - West Kent), Mr S Pleace (Finance Business Partner for Children, Young People and Education), Mr J Roberts (Chief Executive Officer - The Education People), Ms K Sharp (Head of Commissioning for Public Health), Ms C Smith (Interim Assistant Director for Corporate Parenting), Mr I Watts (Area Education Officer – North Kent), Ms M White (Area Education Officer - East Kent) and Miss E West (Democratic Services Officer)

UNRESTRICTED ITEMS

47. Apologies and Substitutes
(Item 2)

Apologies for absence had been received from Miss E Dawson, Mrs S Gent, Ida Linfield and Mr M Northey.

Mr D Brazier attended as a substitute for Mr M Northey, and Mr R Bird attended a substitute for Ida Linfield.

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

Dr L Sullivan made a declaration of interest as her husband worked as an Early Help Worker for Kent County Council.

49. Minutes of the Children's, Young People and Education Cabinet Committee meeting held on 25 September 2018
(Item 4)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 25 September 2018 are correctly recorded

and that they be signed by the Chairman, subject to minute 34 being amended by the addition of the following declaration of interest:

“Dr L Sullivan made a declaration of interest as her husband worked as an Early Help Worker for Kent County Council.”

50. Minutes of the Corporate Parenting Panel held on 19 July 2018 and 19 September 2018 and update from Chairman of CPP
(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 said that the Corporate Parenting Annual Report would be brought to County Council on 13 December 2018. This would highlight the work that had taken place in 2017/18 and the key steps that were being taken to ensure that all Corporate Parents were aware of their responsibilities.
2. The Chairman of the Children’s, Young People and Education Cabinet Committee said that all Members of the Children’s, Young People and Education Cabinet Committee were welcome to attend Corporate Parenting Panel meetings.
3. RESOLVED that the minutes of the Corporate Parenting Panel held on 19 July and 19 September 2018 be noted.

51. Children's, Young People and Education Cabinet Committee meeting dates for 2019/20
(Item 6)

1. The Chairman introduced the report which set out the 2019/20 meeting dates for the Children’s, Young People and Education Cabinet Committee.
2. RESOLVED that the Children’s, Young People and Education Cabinet Committee meeting dates for 2019/20 be noted.

52. Verbal Update by Cabinet Member and Corporate Director
(Item 7)

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

a) National Children and Adults Services Conference:

Mr Gough and Mr Dunkley (Corporate Director of Children, Young People and Education) had attended the National Children and Adult Services Conference (NCASC) in November. Amanda Spielman (HM Chief Inspector of Education, Children’s Services and Skills) had presented a series of slides which set out information relating to the new Ofsted inspection framework, off-rolling issues within schools, children missing education, tackling criminal exploitation of children and child poverty. Other presentation sessions had taken place at the conference which focused on the funding of children's services, High Needs Funding issues as part of the comprehensive spending review and its underlying structural features, and the increasing demand for Education, Health and Care Plans within the High Needs block.

b) *Special Educational Needs and Disability and the linked impact on High Needs Funding:*

Mr Gough referred to the impact that Special Educational Needs and Disability (SEND) had on the growth of High Needs Funding and said that this was a national issue. Kent County Council's Pupil Premium Select Committee had considered SEND and High Needs Funding and extensive evidence had been submitted to the Secretary of State for Education which set out Kent's views and concerns in relation to SEND and High Needs Funding.

c) *Meadowfield Foundation Special School – Update:*

Mr Gough referred to the letter that he sent to Members on 23 November 2018 which provided further detail in relation to the revised cost of the Meadowfield project, outlined reasons for the overspend and highlighted the reduction in the estimated costs from £5,096,934 to £4,792,000.

2. In response to a question relating to the letter that Mr Gough had sent to Members regarding Meadowfield Foundation Special School, Mr Gough confirmed that the process had been followed correctly.
3. Matt Dunkley (Corporate Director of Children, Young People and Education) gave a verbal update on the following issues:

a) *National Children and Adults Services Conference:*

Mr Dunkley made reference to the NCASC and referred to the national crisis in relation to SEND, High Needs Funding and other funding issues in children's services. He also said that the government were increasingly recognising the importance of these issues.

b) *Kent County Council's Fostering Appreciation Awards:*

Mr Dunkley said that although he was unable to attend Kent County Council's Fostering Appreciation Awards ceremony in Folkestone, he understood that it had been a well-attended and overwhelming event. A video of the awards ceremony, which included the interviews that took place with some of Kent's foster carers, was available on Kent County Council's website.

c) *Change for Kent Children Project:*

Mr Dunkley referred to the progress that had been made in relation to the Change for Kent Children Project and said that the research that had been undertaken by officers would become a firm proposal for consultation with staff in relation to the practice framework and the operating model that would support the framework. He confirmed that a report on the Change for Kent Children Project would be brought to the Children's, Young People and Education Cabinet Committee in January 2019.

4. RESOLVED that the verbal updates be noted.

**53. School Expansions and Alterations (Decision Numbers: 18/00057, 18/00059, 18/00061) and (18/00062)
(Item 8)**

Ms White (Area Education Officer - East Kent), Mr Watts (Area Education Officer – North Kent), Mr Adams (Area Education Officer - South Kent) and Mr Nehra (Area Education Officer - West Kent) were in attendance for this item.

1. Ms White, Mr Watts, Mr Adams and Mr Nehra introduced the reports which set out the proposed decisions to expand or alter the following schools: John Wesley Church of England Methodist Primary School in Ashford, Kings Farm Primary School in Gravesend, The Westlands (Secondary Academy) School in Sittingbourne and the changes to specialist provision in Maidstone and Malling.
2. Officers answered questions from Members of the Committee and comments were noted.
3. Members of the Committee thanked Mr Nehra for his hard work and involvement in supporting the Children's, Young People and Education Cabinet Committee.
4. RESOLVED that
 - a) the decision (18/00057) proposed to be taken by the Cabinet Member for Children, Young People and Education, to issue a 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, be endorsed.
 - b) the decision (18/00059) proposed to be taken by the Cabinet Member for Children, Young People and Education, 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; and
 - (ii) issue a statutory public notice to establish a 15 place Special Resource Provision at Kings Farm Primary School from September 2019,

be endorsed.
 - c) the decision (18/00061) proposed to be taken by the Cabinet Member for Children, Young People and Education, to allocate £1.96 million to the temporary expansion of Westlands Secondary School by 1.5FE, be endorsed.
 - d) the decision (18/00062) proposed to be taken by the Cabinet Member for Children, Young People and Education, 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; and

(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,

be endorsed.

54. 18/00056 - Kent's Local Offer to Care Leavers
(Item 9)

Ms Smith (Interim Assistant Director for Corporate Parenting) and Mr Startup (Head of Care Leavers 18 plus Service) were in attendance for this item.

1. Ms Smith introduced the report which provided an overview of the requirement placed on the County Council to produce a Local Offer for Care Leavers and detailed the proposed offer.

Ms Smith and Mr Startup then responded to comments and questions from Members, including the following: -

- a) Ms Smith confirmed that comprehensive training would be provided to foster carers in relation to the local offer.
- b) Ms Smith said that the local offer would be shared with all of Kent's districts. She said that Kent County Council were working closely with housing boroughs towards being able to offer council tax exemption to Kent's care leavers.
- c) Ms Smith stated that an interactive, easy-read local offer document would be available on Kent County Council's website.
- d) Mr Startup referred to the entitlement rates within the document and confirmed that they were being reviewed. He said the revised entitlement rates would be submitted to a future meeting of the Committee.
- e) Mr Startup referred to the accredited course that was offered to Kent's care leavers and answered questions from Members of the Committee.
- f) In relation to the food vouchers that were offered to Kent's care leavers, Ms Smith stated that they were a safe way of ensuring that young people could buy food in supermarkets. She added that Kent's care leavers were supported by Kent County Council to ensure that they were able to attend college and had an aspirational future.

2. Mr Dunkley referred to Kent's bulge of 800 unaccompanied asylum-seeking care leavers and said that there was severe financial pressure on Kent County Council's budget to accommodate the additional care leavers in Kent.
3. RESOLVED that the decision proposed to be taken by 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,

be endorsed.

55. 18/00058 - The Commissioning Plan for Education Provision in Kent 2019-23
(Item 10)

1. The Chairman referred to the briefing that had been offered to all Members on the more complex areas of the Commissioning Plan.
2. Mr Gough (Cabinet Member for Children, Young People and Education) introduced the report which set out the Commissioning Plan for Education Provision in Kent 2019-23, prior to final approval by Cabinet on 14 January 2019.
3. RESOLVED that the report be noted.

(Post meeting note: As the meeting of Cabinet on 14 January was cancelled, this item was referred to the Cabinet meeting on 28 January 2019)

56. 18/00060 - School Funding Arrangements for 2019-20
(Item 11)

Mr Pleace (Revenue and Tax Strategy Manager, Strategic and Corporate Services), and Mr Abbott (Director of Education Planning and Access) were in attendance for this item.

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Mr Pleace introduced the report which set out the proposals contained within the School Funding Formula Consultation 2019-20.

Mr Abbott, Mr Dunkley, Mr Gough and Mr Pleace then responded to comments and questions from Members, including the following: -

- a) Mr Pleace referred to the figures set out in the report and to the cost of providing additional support for children with an Education, Health and Care Plan (EHCP). He confirmed that the average cost of an EHCP could be calculated. Mr Gough added that the majority of the costs within the High Needs Block reflected children that had an EHCP in place.

- b) In relation to children in Kent with Autistic Spectrum Disorder (ASD), Mr Pleace stated that Kent County Council were working closely with paediatricians and GP's to seek ways in which children with ASD could be better supported.
 - c) Mr Dunkley highlighted the significant increase in EHCP's in Kent and said that Kent County Council continued to refine the outcome measures that were used for children and young people with Special Educational Needs and Disability (SEND). Mr Gough referred to the need for extra resource in the high-needs system, the extensive action programme that had been put in place for children with SEND and ensuring that appropriate support was provided in schools to ensure that the needs of children and families could be met locally.
 - d) Mr Gough stated that there had been a large increase in independent sector placements over recent years and said that it was important to continue to ensure that children were in the schools, that ensured that their individual needs could be met appropriately.
 - e) Mr Pleace confirmed that English as an Additional Language (EAL) was part of the local funding formula.
 - f) Mr Dunkley said that the demand for EHCP's was led by parents and health professionals. He said that Kent County Council had become less robust in terms of refusing EHCP applications for assessment, which in turn increased workflow.
 - g) Mr Abbott acknowledged that work was being undertaken across the Council to re-establish a parent/carer forum in Kent to ensure that parents and carers were well informed and were receiving clear and concise information.
 - h) Mr Pleace confirmed that a protective lump sum of £120,000 was provided to all schools in Kent, regardless of their size.
2. The Chairman requested officers to circulate a briefing note to Members of the Committee, providing more information in relation to each of the divisions in Kent.
3. RESOLVED that the decision proposed to be taken by the Cabinet Member for Children, Young People and Education, 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,

be endorsed.

(Dr L Sullivan asked that her vote against the recommendation be recorded in the minutes)

57. Early Years and School Performance in 2018
(Item 12)

Mr Roberts (Chief Executive Officer – The Education People) was in attendance for this item.

1. Mr Roberts introduced the report which set out 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. He had received additional information in relation to Key Stage 4 outcomes which had not been available at the time of agenda publication and reassured Members that this information would be circulated to Members of the Committee outside of the meeting.

Mr Dunkley, Mr Gough and Mr Roberts then responded to comments and questions from Members, including the following: -

- a) Mr Roberts referred to the Progress 8 score for 2018 for all pupils in North, East, South and West Kent and said that girls continued to out-perform boys.
 - b) Mr Gough (Cabinet Member for Children, Young People and Education) said that a series of changes had been made in the assessment process which had an effect on widening the gaps in relation to disadvantaged pupils.
 - c) Mr Roberts provided clarification on the percentages in relation to the children in care figures within the report.
 - d) Mr Roberts outlined the effects of the vocational changes that had taken place nationally. He said that The Education People were undertaking work which looked more closely at apprenticeships and revitalising the work with the guilds.
 - e) Mr Dunkley referred to the challenge of closing attainment gaps and said that Kent County Council were succeeding to close gaps best at the early years Foundation stage and Key Stage 1 and 2. In relation to the Children In Care, he confirmed that there was a bulge of Unaccompanied Asylum-Seeking Children (UASC) within the cohort.
 - f) Mr Roberts clarified the Progress 8 score in terms of A-level performance and said that East Kent was in line with the national average. He referred to the performance of schools and said that the school improvement group were offering school improvement products to schools that were underperforming.
 - g) Mr Dunkley referred to children in Kent with Autistic Spectrum Disorder (ASD) and talked about how children with ASD's needs could be met within selective schools.
2. The Chairman suggested that more information relating to the additional data be brought back to a future meeting of the Committee.
 3. RESOLVED that the report be noted.

(Dr L Sullivan asked that her vote against the recommendation be recorded in the minutes)

58. Children and Young People's Mental Health Services, funded by Kent County Council
(Item 13)

Ms Sharp (Head of Commissioning Portfolio Children and Public Health), Mr Wickings (Deputy Managing Director, West Kent CCG), Ms Johnson (Director of Operations, Essex and Kent NELFT) and Ms Burns (Deputy Director Kent NELFT) were in attendance for this item.

1. Mr Gough (Cabinet Member for Children, Young People and Education) and Ms Sharp introduced the report which summarised the current mental health services for children and young people in Kent and reassured Members of the Committee that a key decision report would be submitted to the Committee in January 2019.
2. Mr Wickings explained the distinctions between the commissioning process and the provider.

Ms Burns, Ms Johnson, Ms Sharp and Mr Wickings then responded to comments and questions from Members, including the following: -

- a) Ms Sharp outlined the strengths and challenges faced within the services funded by Kent County Council but delivered by North East London Foundation Trust (NELFT).
- b) Ms Sharp said that terminating the contract was not a favourable option because the performance was improving within the mental health pathway. She added that terminating the current section 76 agreement as opposed to varying the existing contract would allow for the opportunity to ensure that the model had the right focus on early help and would mirror the positive aspects of the current pathway, whilst addressing the issues that led to the challenges faced.
- c) Ms Johnson stated that the delays in relation to the safety of young people that had been referred into the service had been prioritised at the beginning of the contract. She added that NELFT were undertaking national recruitment campaigns to recruit to senior clinical posts within the service.
- d) Ms Burns reiterated Ms Johnson's comments in relation to the delays and talked briefly about the increasing number of referrals and funding levels across the country. She said that NELFT would continue to focus on working closely with Kent County Council in relation to early help intervention.
- e) Ms Sharp explained the differences between option two and three within the report and said that Kent County Council had used its financial leverage very strongly within the contract. She confirmed that providers had hoped to more radically change the contracting arrangements to move to a model that conformed to service demand.

f) Mr Wickings explained the three different options that were highlighted within the report and the desired outcomes for the contract.

3. Mr Dunkley said that although option three was the most favourable option, it was important to ensure that potential risks were managed.
4. The Chairman requested that a cross-party member briefing be held, prior to the decision report being submitted to the Cabinet Committee in January 2019.
5. RESOLVED that the report be noted.

59. Award Report: Mobilisation of Independent Adoption & Special Guardianship Order (SGO) Support Services
(Item 14)

Ms Sharp (Head of Commissioning Portfolio Children and Public Health) was in attendance for this item.

1. Ms Sharp introduced the report and summarised the activity taken to commission and mobilise a new contract for the provision of Independent Adoption & Special Guardianship Order Support Services.
2. In response to a question, Ms Sharp confirmed that Kent County Council was very satisfied with the performance of Barnados.
3. RESOLVED that the report be noted.

60. Children, Young People and Education Directorate Performance Scorecard
(Item 15)

1. Mr Dunkley 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.
2. RESOLVED that the report be noted.

61. Ofsted Update
(Item 16)

The information circulated with the agenda was noted without discussion.

62. Work Programme 2019/20
(Item 17)

RESOLVED that the Work Programme for 2019/20 be noted.

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 – 11 January 2019

Subject: Verbal Update by the Cabinet Member and Corporate Director

Classification: Unrestricted

Electoral Divisions: All

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

- High Needs Funding (national and local developments)
- UASC update

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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 – 11 January 2019

Decision No: 18/00069

Subject: Proposed Coordinated Schemes for Primary and Secondary Schools in Kent and Admission Arrangements for Infant, Junior and Primary and Secondary Community and Voluntary Controlled Schools 2020/21

Classification: Unrestricted

Key Decision: Yes

Past Pathway of Paper: Children’s, Young People and Education Cabinet Committee – 25 September 2018

Future Pathway of Paper: Cabinet Member Decision

Electoral Division: All

Summary:
 To report on the outcome of the consultations on the proposed admissions arrangements for infant, junior and primary and secondary community and voluntary controlled schools and the proposed scheme for transfer to infant, primary, junior and secondary schools in September 2020 including the proposed process for non-coordinated In-Year Admissions.

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 proposed decision to determine:

- a) The Coordinated Primary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2A
- b) The Co-ordinated Secondary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2B
- c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2020/21 as detailed in Appendix 2C (1)

- d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2020/21 as detailed in Appendix 2D (1)
- e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2020/21 as set out in Appendix 2C (2)
- f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2020/21 as set out in Appendix 2D (2)
- g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2020/21 as detailed in Appendix 2C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2020/21 as set out in Appendix 2D

1. Introduction

- 1.1 The Local Authority (LA), as the admissions authority for Community and Voluntary Controlled schools, is required to determine its admission arrangements for these schools by 28 February each year.
- 1.2 The Education Act 2002 includes a duty on each LA, to formulate a scheme to co-ordinate admission arrangements for all maintained schools in its area and to take action to secure the agreement to the scheme by all admission authorities. CYPE Cabinet Committee is requested to comment and inform the forthcoming Cabinet Member decision to agree the Co-ordinated scheme for Admissions to Infant, Junior and Primary and Secondary schools in Kent for 2020/21 and determine the proposed admission arrangements for Community and Voluntary Controlled schools.
- 1.3 All admission arrangements identified in this document are outside the arrangements for pupils with Education, Health and Care Plans (EHCP).
- 1.4 KCC has consulted the Headteachers and Governors of all Kent Infant, Junior, Primary and Secondary schools; the neighbouring LAs and diocesan bodies on its scheme proposals to co-ordinate admissions to all Kent Infant, Junior, Primary and Secondary schools in September 2020. Admissions authorities have been advised that non-response to the consultation, constitutes full acceptance to the proposals.
- 1.5 KCC has consulted with Parents of children age 2 to 18, admission authorities, school governing bodies, school staff members, neighbouring LAs, faith organisations associated with schools and any other interested party that wished to respond on its proposed admission arrangements for Infant, Junior and Primary and Secondary Community and Voluntary Controlled schools.

2. Consultation Processes

- 2.1 The LA consultation for the admission scheme ran from 2 November 2018 until 14 December 2018 and considered the following aspects:
 - a) The Primary Co-ordinated Admission Scheme including the In-Year admissions process for 2020/21;

- b) The Secondary Co-ordinated Admission Scheme including the In-Year admissions process for 2020/21

Responses to this consultation are summarised below.

2.1 The LA consultation for admission arrangements ran from 29 October 2018 until 10 December 2018 and considered the following aspects:

- a) The Primary Admission Arrangements for Community and Voluntary Controlled schools for 2020/21 intake;
- b) The Secondary Admission Arrangements for Community and Voluntary Controlled schools for 2020/21 intake

Responses to this consultation are summarised in Appendix 1.

3. Outcome

(a) The Co-ordinated Primary Admissions Scheme 2020/21 incorporating In Year admissions process

a.i The Primary scheme dates are set out in a similar way to last year following broadly similar scheme dates. The scheme specifies a process for schools to follow when making offers for “in year” applications and includes a requirement to inform the LA of all applications and outcomes to enable continued monitoring of pupil movement to maintain essential safeguarding duties. All Admissions Authorities within Kent agreed to the proposed Co-ordinated Primary Admissions Scheme for 2020/21. No Infant, Junior or Primary schools or Academies have refused to accept the scheme.

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

a.iii The details of the scheme for determination are located in Appendix 2A

(b) The Co-ordinated Secondary Admissions Scheme 2020/21 incorporating the In Year Admissions Process

b.i The scheme dates are set out broadly in line with those used in previous years, however, an adjustment was proposed to move the Kent Test date a week later than usual because of the early start to the academic year. This was intended to allow longer for the successful delivery of test materials to schools and would not require testing to take place as soon as pupils started Year 6. Dates for subsequent years naturally provide a more advantages timing, so this would not be a permanent change.

The proposed dates are:

Test date for pupils in Kent Primary schools	Thursday 12 September 2019
Test date for pupils not in Kent Primary schools	Saturday 14 September 2019

Assessment decision sent to parents	Thursday 17 October 2019
National closing date for application forms	Thursday 31 October 2019

While no Primary or Secondary schools or Academies refused to accept the proposed scheme, a number raised concerns in regarding the impact of releasing the results on Thursday 17 October when half term begins on 21 October and may start earlier or continue later in schools which break for two weeks. Respondents requested dates closer to last year's scheme:

Test date for pupils in Kent Primary schools	Thursday 5 September 2019
Test date for pupils not in Kent Primary schools	Saturday 7 September 2019
Assessment decision sent to parents	Thursday 10 October 2019
National closing date for application forms	Thursday 31 October 2019

The concerns expressed to date relate to the timing of secondary school open evenings which normally follow the release of results and of other grammar school selection tests within Kent which are traditionally held on the same Saturday as Kent tests for pupils not in Kent primary schools. Either set of dates is compatible with the expected 11+ test dates of neighbouring Local Authorities.

b.ii The consultation received 61 responses. 37 responses were in favour of the later date as it would allow for pupils more time to adjust after the summer holiday to be school ready ahead of taking the Test. Some respondents highlighted this time would be of particular importance to children from disadvantaged backgrounds as they are less likely to have had ongoing preparations for the Kent Test during the school holidays and may as a consequence be further disadvantaged when compared to their peers.

24 respondents were in favour of the earlier time and responses were split between Primary schools who were keen to get the Kent Test completed as quickly as possible to allow students more time to focus on the Year 6 curriculum and Secondary schools who raised concerns about their ability to discuss Kent Test outcomes with potential applicants.

b.iii While Officers are mindful of the concerns raised by schools that requested the Test be held on an earlier date, the majority of responses were in favour of the proposed later date. In addition, while the closing date for secondary school applications is set by national legislation, Kent's application process allows parents to amend their preferences after 31 October. This would allow parents that were unable to discuss school preference selection at an earlier time to still meet with schools and adjust their preferences as a result of any new information they may receive during school visits. Officers therefore propose that Members determine the Secondary admissions scheme with the later Kent Test date as potential advantages are retained and most issues can be offset using other features of the scheme.

b.iv The details of the proposed scheme for determination are located in Appendix 2B

(c) The Over-subscription Criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2020/21

c.i In December 2017, Nick Gibb, Minister for School Standards sent an open letter to all Local Authorities and Admissions Authorities requesting that they vary their admission

arrangements to include priority for children that were adopted from outside of England. The 2012 Admissions Code required admission authorities to amend their admission arrangements to extend the Looked After criterion to include children who were in care but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order. In its current form, this criterion only applies to children that were in care in England. The Children and Social Work Act 2017 extended education provision to children adopted from outside of England. To ensure parity between both sets of legislation, Mr Gibb expressed an intention to expand the requirements of the Looked After and Previously Looked After criterion further to include children who were in care outside of England, however, this is not possible until such a time that the Admissions Code is revised. As an interim measure, Mr Gibb requested that all admissions authorities consulted to add this as a new criterion immediately after the current Looked After and Previously Looked After criterion.

c.ii Following this request, KCC consulted on the addition of this new criterion to all Infant Junior and Primary Community and Voluntary Controlled school's oversubscription criteria. KCC also consulted to create a priority zone in the oversubscription criteria of St Peters CE Primary school to account for a forthcoming change of site.

c.iii A full breakdown of consultation feedback is available in Appendix 1 however, it is clear the proposal to include priority for children adopted outside of England received significant resistance with 78% of respondents disagreeing with its inclusion. Officers have had discussions with multi academy trusts within Kent and faith groups that have indicated their intent to not consult on the addition of this criterion to their oversubscription criteria. The vast majority of neighbouring LAs have also chosen not to consult in line with Mr Gibb's request, instead choosing to wait until such a time that this becomes a legal requirement.

As a large number of KCC schools and neighbouring LAs have decided not to include this criterion in their oversubscription criteria, this could potentially create an unbalanced admissions system across Kent. Officers anticipate parents will want and expect a consistent approach to decision making in this area and an uneven distribution of priority could lead to a more confusing and less fair admissions process overall.

Officers therefore recommend that the new oversubscription criterion is not included in the determined admission arrangements for Primary Community and Voluntary Controlled schools for 2020/21 intake year. Officers will continue to monitor this area until changes in guidance or legislation drive a wider uptake in schools in and around Kent.

c.iv KCC received 4 responses to the consultation to include a priority zone in the oversubscription criteria for St Peters CE Primary School. While 3 of these responses disagreed with revision, the related comments did not reference the priority zone or why it should not be included. As the proposed priority zone is in place to ensure children in the Tunbridge Wells area including those residing close to its former location continue to receive priority, officers recommend that Members determine the arrangements as proposed.

c.v Details of the proposed final over-subscription criteria for Community and Voluntary Controlled Infant, Junior and Primary Schools are located in Appendix 2C (1)

(d) The Over-subscription Criteria for Community and Voluntary Controlled Secondary schools in Kent 2020/21

d.i As detailed above, KCC consulted on the addition of a new criterion to prioritise applications for children adopted from outside England to all Secondary Community and Voluntary Controlled schools. KCC also consulted to adjust the current priority zone included in Tunbridge Wells Grammar school for Boys admission arrangements to account for recent changes to parish boundaries which resulted in some areas that were previously included no longer receiving priority.

d.ii For the reasons detailed above, Officers propose that admission arrangements for Community and Voluntary Controlled Secondary schools are determined with the omission of the criterion to enable priority for children adopted from outside of England.

d.iii KCC received 7 responses to the consultation to revise the priority zone included in the oversubscription criteria for Tunbridge Wells Grammar school for Boys. While 4 of these responses disagreed with revision, the comments relating to these cases did not reference the priority zone or why it should not be amended. As the proposed revisions are in place to maintain priority that would have previously been afforded to children in that area, officers recommend that Members determine the proposed changes as detailed in the appendices.

d.ii Details of the proposed final over-subscription criteria for Community and Voluntary Controlled Secondary Schools in Kent are located in Appendix 2D (1)

(e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2020/21

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

e.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix 2C (2) where agreement was reached.

(f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2020/21

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

f.ii The LA is no longer required to hold a local consultation where Published Admissions Numbers are proposed to stay the same or increase. Area Education Officers worked with Community and Voluntary Controlled schools to monitor interest in PAN increases and these are highlighted within Appendix 2D (2) where agreement was reached.

(g) Relevant Statutory Consultation Areas 2020/21

g.i Relevant statutory consultation areas have not changed from 2019/20. Details for the Primary arrangements are in Appendix 2C (3) and Secondary arrangements in Appendix 2D (3).

4. Recommendations

- 4.1 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 proposed decision to determine:
- a) The Coordinated Primary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2A
 - b) The Co-ordinated Secondary Admissions Scheme 2020/21 incorporating the In-Year admissions process as detailed in Appendix 2B
 - c) The oversubscription criteria relating to Community and Voluntary Controlled Infant, Junior and Primary Schools in Kent 2020/21 as detailed in Appendix 2C (1)
 - d) The oversubscription criteria relating to Community and Voluntary Controlled Secondary Schools in Kent 2020/21 as detailed in Appendix 2D (1)
 - e) The Published Admissions Number for Community and Voluntary Controlled Infant, Junior and Primary Schools 2020/21 as set out in Appendix 2C (2)
 - f) The Published Admissions Number for Community and Voluntary Controlled Secondary Schools 2020/21 as set out in Appendix 2D (2)
 - g) The relevant statutory consultation areas for Kent Infant, Junior and Primary Schools 2020/21 as detailed in Appendix 2C (3) and the relevant statutory consultation areas for Kent Secondary Schools 2020/21 as set out in Appendix 2D (3)

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Outcomes of the Public Consultation

KCC held a public consultation on the proposed admission arrangements for Community and Voluntary Controlled schools which ran from 29 October to 10 December 2018.

Parents of children age 2 to 18, Admission Authorities, school governing bodies, school staff members, neighbouring LAs, faith organisations associated with schools and any other interested party were included in the consultation.

The consultation on the proposed policy ran from 29 October to 10 December 2018. It was promoted in the following ways:

- On www.kent.gov.uk
- KELSI bulletin
- Emails to stakeholders
- Letters to parents via existing school communication methods
- Targeted Facebook advertising

There was a total of 178 responses to the consultation. Respondents were asked to categorise the aspects of the admission arrangements they wished to comment on into 5 themed areas. The first two looked to ascertain whether or not respondents agreed with the complete admission arrangements that had been proposed. The further three questions focused on specific new features for the 2020/21 oversubscription criteria. Some respondents commented on more than one theme which explains discrepancy in total comments.

- Proposed oversubscription criteria for Community and Voluntary Controlled Primary Schools (121 comments)
- Proposed oversubscription criteria for Community and Voluntary Controlled Secondary Schools (89 comments)
- Proposed additional oversubscription criterion for children adopted from outside of England (113 comments)
- Proposed revision of priority area for Tunbridge Wells Grammar school for Boys (7 comments)
- Proposed addition of priority area for St Peters CE Primary School (4 comments)

Of these responses

163 responses were received from parents/carers of children aged 2 to 18

13 responses were received from Headteachers or other school staff

2 responses were received from other parties

Comments on proposed oversubscription criteria for Community and Voluntary Controlled Primary Schools

The consultation received the following responses

Agree	33
Disagree	128
Don't know	10
Not applicable	7

Comments related to the proposed addition of oversubscription criteria for children adopted from outside England, which will be covered below.

Comments on proposed oversubscription criteria for Community and Voluntary Controlled Secondary Schools

The consultation received the following responses

Agree	28
Disagree	100
Don't know	22
Not applicable	28

Comments related to the proposed addition of oversubscription criteria for children adopted from outside England, which will be covered below.

Comments on proposed additional oversubscription criterion for children adopted from outside of England

The consultation received the following responses

Agree	35
Disagree	139
Don't know	4

Those respondents that agreed with the additional criterion highlighted that this was a vulnerable group that would benefit from the support of a school of their preference. The vast majority of responses, however, were against the inclusion on the basis of the overcrowding they felt that was already present in the system and how the addition of a new criterion would reduce their chances of securing a place at a school of their preference further.

Comments on proposed revision of priority area for Tunbridge Wells Grammar school for Boys

The consultation received the following responses

Agree	1
Disagree	4
Don't know	2

The comments of the 4 respondents that did not agree with the priority zone did not elaborate on why they did not agree with its inclusion.

Comments on proposed addition of priority area for St Peters CE Primary School

The consultation received the following responses

Agree	0
Disagree	3
Don't know	1

The comments of the 3 respondents that did not agree with the priority zone did not elaborate on why they did not agree with its inclusion.

Equality and Diversity

Where these numbers do not aggregate to the total number of submissions, it is as a result of the respondent choosing not to answer the question.

The assessment from the consultation shows that of those responses received, the following ethnic groups took part:

White English	79
White Scottish	1
White Northern Irish	1
White Irish	3
White Other	4
Asian or Asian British Indian	1
Asian or Asian British Other	1
Mixed White and Black African	1
Mixed White and Asian	2
Prefer not to say	7

The following responses identified their gender as follows:

Male	15
Female	84
Prefer not to say	1

The following responses identified their age as follows:

0-15	0
16-24	1
25-34	18
35-49	69

50-59	11
60-64	2
65-74	0
75-84	0
85+	0
Prefer not to say	0

The following responses identified whether or not they belong to a particular religion or held a belief:

Yes	30
No	61
Prefer not to say	9

When asked if the responded considered themselves disabled as set out in the Equality Act 2010:

Yes	4
No	95
Prefer not to say	2

The following identified as a Carer:

Yes	17
No	82
Prefer not to say	2



Appendix 2A

**Kent County Council
Proposed Co-ordinated Scheme for**

Primary Admissions

Academic Year 2020/21

**Incorporating Entry to Year R,
Transfer from Infant School to Junior School
(Year 2-3)**

and

**Proposed Primary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

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Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year R for Infant and Primary schools, Year 3 for Junior schools and Year 7 for Secondary schools).
- There is a duty on the LA to secure agreement on the Admissions Scheme from all admission authorities including Academies in Kent. If the LA does not secure this agreement it must inform the Secretary of State no later than the 28 February who will then impose a scheme to which all admission authorities must adhere.
- This consultation ran from 9.00 am on 29 October 2018 until midnight on 14 December 2018. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**

Section 1 –

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

This section details the Co-ordinated Scheme for Entry to Year R and Transfer from Infant School to Junior School (Year 2-3) in September 2020.

Year R applications are normally for children born between 1 September 2015 and 31 August 2016.

Year 3 applications are normally for children born between 1 September 2012 and 31 August 2013.

The Key Scheme dates are:

Key Action	Scheme Date
Application for Primary Intake/Junior Transfer opens	Tuesday 5 November 2019
National closing date for application forms	Wednesday 15 January 2020
Summary of applicant numbers sent to all Kent Primary, Infant and Junior schools	By Monday 10 February 2020
Full applicant details sent to all Kent Primary, Infant and Junior schools for ranking against their over-subscription criteria	By Monday 17 February 2020 (In half term)
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	By Friday 6 March 2020
Primary, Infant and Junior schools sent list of allocated pupils	Friday 27 March 2020
National Offer Day: e-mails sent after 4pm and letters sent 1 st class post	Thursday 16 April 2020
Schools send out welcome letters no earlier than	Monday 20 April 2020
Deadline for late applications and waiting list requests to be included in Kent County Council's reallocation stage. Also date by which places should be accepted or declined to schools	By Wednesday 6 May 2020
Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Monday 11 May 2020
Deadline for lodging of appeals	Thursday 14 May 2020
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Monday 18 May 2020
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Wednesday 10 June 2020

In addition this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **10 June 2020** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 26 to 35. After **10 June 2020**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

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

2.

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

3.

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

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

4.

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

5.

Online applications, RCAF's /JCAF's and supporting publications will:

- (a) invite parents to express up to **three** preferences in priority order. Preferences can be expressed for Kent and non-Kent schools. Parents **must** complete the application for their home Local Authority (e.g. Kent residents complete Kent applications, Medway residents complete Medway applications, etc).
- (b) allow parents to give reasons for each preference, including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **10 February 2020**.
- (d) explain that parents will receive the offer of one school place only and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible; and
 - (ii) if a place cannot be offered at any school named on the form, a place will be offered at an alternative school.
- (d) Specify the closing date for applications and where paper RCAF's/JCAF's must be returned to, in accordance with paragraph 7.
- (e) explain that parents cannot name Primary schools on the JCAF and that if they do, they will be deleted and the preference will be lost.

6.

Kent County Council will make appropriate arrangements to ensure:

- (a) the online admissions website is readily accessible to all who wish to apply using this method.
- (b) the paper RCAF's/JCAF's are readily available on request from Kent County Council, Kent maintained Primary, Infant and Junior schools and are also available on the Kent County Council website to print, complete and return.
- (c) a composite prospectus of all Kent maintained Primary, Infant and Junior schools and written explanation of the co-ordinated admissions scheme is readily available on request from Kent County Council, Kent maintained Primary, Infant and Junior schools and is also available on the Kent County Council website to read or print.

7.

Completed applications must be submitted online and paper RCAF's/JCAF's returned to Kent County Council or any Kent Primary School by **15 January 2020**.

8.

Applications made on the RCAF/JCAF and returned direct to any school before **6 May 2020** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

Supplementary Information Forms (SIFs)

9.

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

10.

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

11.

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

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

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

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

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

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

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

Determining Offers in Response to the RCAF/JCAF

12.

Kent County Council will act as a clearing house for the allocation of places by the relevant admission authorities in response to RCAF/JCAF completed online or on paper. Kent

County Council will only make any decision with respect to the offer or refusal of a place in response to any preference expressed on the RCAF/JCAF where:

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

Kent County Council will allocate places in accordance with paragraph 17.

13.

By 10 February 2020 Kent County Council will:

- (a) notify all schools of the number of applications received for their school;
- (b) notify and forward details of applications to the relevant authority/authorities where parents have nominated a school outside the Kent County Council area.

14.

By 17 February 2020 Kent County Council will advise all Kent Primary, Infant and Junior schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

15.

By 6 March 2020 All Kent Primary, Infant and Junior schools, including Academies and co-ordinating Free schools, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

16.

6 March 2020 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

17.

By 26 March 2020 the LA will match each ranked list against the ranked lists of every other school named and:

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

18.

By 26 March 2020 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

19.

By 27 March 2020 Kent County Council will inform schools of the pupils to be offered places at their establishment, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Schools must not share this information with parents before **16 April 2020**.

20.

On Offer day, 16 April 2020 Kent County Council will:

(a) send an offer email after 4pm to those parents who have applied online and provided a valid email address.

1. The name of the school at which a place is offered.
2. Information about the right of appeal against the decisions to refuse places at other named schools.
3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available.

(b) send decision letters to ALL paper CAF applicants and online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will give:

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

21.

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

22.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **16 April 2020**.

23.

Kent pupils who have not been offered a place at any of the schools nominated on their

RCAF/JCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **16 April 2020**.

24.

Schools will send their welcome letters **no earlier than 20 April 2020**.

Acceptance/Refusal of Places - 6 May 2020

25.

By 6 May 2020 the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **6 May 2020**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

Determining Offers in Reallocation Process

26.

Kent County Council will collect a reallocation list for all schools up to **6 May 2020**. This will include details of the following:

- (a) all applicants who named the school on the RCAF/JCAF and were not offered a place on **16 April 2020** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **6 May 2020**.

27.

By 11 May 2020 Kent County Council will advise all Kent Primary, Infant and Junior schools, of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **6 May 2020**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

28.

By 18 May 2020 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

29.

On 10 June 2020 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 17. Applicants will be sent a letter by 1st Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume

post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

30.

After **10 June 2020** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include:

- (a) all applicants who were not offered a place on **16 April 2020**, who asked to be included on the school's waiting list and who subsequently were not offered a place on **10 June 2020** (children on the waiting list described in paragraph 29);
- (b) applicants who did not name the school on their RCAF/JCAF and who have approached the school to be considered via the In Year Common Application Form (IYCAF).
- (c) Late applicants who have not previously been considered for a place at any Primary/Infant or Junior school and who have approached the school to be considered via Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF).

31.

After 10 June 2020 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **15 June 2020** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or and agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

Handling of Late Applications:

Applications received after the RCAF/JCAF closing date until 10 February 2020

32.

The closing date for applications in the normal admissions round (as above) is **15 January 2020**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council by **10 February 2020**. Late applications cannot be made online, so applicants must complete a paper RCAF/JCAF and return it direct to Kent County Council. On time applicants can also request to amend their application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **15 January 2020** will be ignored. Online applicants who amend preferences after **15 January 2020** may not be sent an email and their offer may not be available online. If offers are not available via email and online, they will alternatively be sent an offer letter by 1st class post.

33.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **10 February 2020**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2020**. A confirmed address, or, in the absence of

this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received after 10 February 2020 but before 6 May 2020

34.

Applications received after **10 February 2020** but before **6 May 2020** (the deadline for inclusion in any reallocation made on **10 June 2020**) will not be considered for places on **16 April 2020**, but will be included in the re-allocation of places on **10 June 2020** as defined above.

Applications received after 6 May 2020

35.

Late applications received after **6 May 2020** (the deadline for inclusion in any reallocation made on **10 June 2020**) must be made directly to the LA. Parents will apply using the Post Reallocation Reception Common Application Form (PRRCAF) or Post Reallocation Junior Common Application Form (PRJCAF). Kent County Council will support and advise parents. These will be considered by each school after **10 June 2020**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

36.

Applications considered as ‘on time’ detailed in paragraph 7 and 32 can be cancelled or individual preferences can be removed by the applicant up to **6 May 2020** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

37.

Parents that have cancelled an ‘on time’ application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **6 May 2020**.

38.

Where an application is cancelled, parents cannot join a school’s waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **10 June 2020**.

Appeals

39.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **14 May 2020** for it to be considered as on time.

40.

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

Summer Born Applications

41.

Kent will process applications for Summer Born children outside the normal age taking account of the needs of the child. A decision as to whether an application will be accepted outside of the admissions round is a decision for the admissions authority, which will normally be guided by the Headteachers of the schools in question. Further Information will be made available to parents on how applications should be made at kent.gov.uk/primaryadmissions. Parents are advised to talk to schools no later than **15 November 2019** to enable a decision to be made before the closing date of the round on **15 January 2020**.

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

In-Year Casual Admission Form.

1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYCAF will:

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

11.

Kent County Council will make appropriate arrangements to ensure:

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

12.

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

Supplementary Information Forms (SIFs)

13.

All completed IYCAFs are valid applications. A school can ask parents who wish to nominate it, or have nominated it, on the IYCAF, to provide additional information on a Supplementary Information Form (SIF) only where the additional information is required for the governing body to apply its oversubscription criteria to the application. Where a SIF is

required it must be requested from the school or Kent County Council (where supplied) and returned to the school. All schools that use SIFs must include the form in their published admission arrangements.

14.

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

15.

a)

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

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

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

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

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

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

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

b)

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

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

be more suitable to meet the child's needs. It will be for the corporate parent to determine whether it wishes to challenge the school's or the LA's position or identify an alternative education setting more suited to meeting the child's needs.

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

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

c)

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

Determining Offers in Response to the IYCAF

16.

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

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

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

17.

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

18.

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

19.

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

20.

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

Acceptance/Refusal of Places

21.

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

22.

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

23.

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

Waiting Lists

24.

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

25.

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

Appeals

26.

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

27.

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

Section 3 – Glossary of Terms

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

	to applicants. A supplementary information form can only collect information which is directly related to the oversubscription criteria published for a school.
Summer Born	A child born between the months of April to August
PAN	Published Admission Number – this is the number of pupils a school is able to admit before it reaches capacity. School admissions authorities must consult on and determine a school’s PAN and must not admit pupils above this number other than where 1.4 of the School Admissions Code 2014 applies.
Late Application	an application sent to the LA after the closing date where the child has not been considered for a place at any school through the Primary Scheme, or where applicants have moved house and their original preferences are no longer suitable.
Reallocation Process	the process by which vacant places are offered by the local authority to late applicants and pupils on school waiting lists.



Appendix 2B

**Kent County Council
Proposed Co-ordinated Scheme for**

Secondary Admissions

Academic Year 2020/21

**Incorporating Transfer to Year 7
and**

**Proposed Secondary In-Year Admissions
Process for Schools**

Produced by:
Fair Access - Admissions

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Introduction / Background

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

- Co-ordinated admission arrangements (schemes) for all schools in the Local Authority area for entry at the normal time of admission (Year 7 for Secondary schools, Year R for Infant and Primary schools and Year 3 for Junior schools).
 - There is a duty on the LA to secure agreement from all admission authorities including Academies in Kent. If the LA does not secure agreement from all the admission authorities and Academies in Kent it must inform the Secretary of State who will impose a scheme to which all schools and Academies must adhere.
 - This consultation ran from 9.00 am on 29 October 2018 until midnight on 14 December 2018. Every Kent School, Academy and Co-ordinating Free School or UTC is required to agree to the admissions scheme and adhere to it. **Kent County Council made it clear in its consultation that it would constitute full acceptance to the proposed scheme if schools chose not to respond.**
 - Cranbrook School is the only school in Kent with a normal point of entry at Year 9, in addition to a regular Year 7 intake. For Kent resident's application forms for Year 9 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's In Year admissions process. Year 7 applications are processed in line with the co-ordinated process detailed below.
 - Leigh UTC is the only school in Kent with a normal point of entry at Year 10, in addition to a regular Year 7 intake. For Kent resident's application forms for Year 10 are available from the school or the KCC website and will be processed broadly in line with the Year 7 transfer arrangements set out in this scheme. Non-Kent parents must apply through their home authority's co-ordinated UTC process. Year 7 applications are processed in line with the co-ordinated process detailed below.
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Section 1 – Details of the Co-ordinated Scheme for Transfer to Year 7

This section details the Co-ordinated Scheme for Transfer to Year 7 in Secondary Schools in September 2020.

Year 7 applications are normally for children born between 1 September 2008 and 31 August 2009.

The Key Scheme dates are:

Key Action	Scheme Date
Registration for testing opens	Monday 3 June 2019
Closing date for registration	Wednesday 3 July 2019
Application for Secondary Transfer opens	Monday 2 September 2019
Test date for pupils in Kent Primary schools	Thursday 12 September 2019
Test date for pupils not in Kent Primary schools	Saturday 14 September 2019
Assessment decision sent to parents	Thursday 17 October 2019
National closing date for application forms	Thursday 31 October 2019
Summary of applicant numbers sent to Secondary schools (plus info for those needing to arrange additional testing)	By Friday 13 December 2019
Full applicant details sent to all Kent Secondary schools for ranking against their over-subscription criteria	By Monday 6 January 2020
Ranked lists returned to Kent County Council by all schools. Deadline for school to inform Kent County Council of wish to offer in excess of PAN	No later than Thursday 16 January 2020
Secondary schools sent list of allocated pupils - Primary schools informed of destination of pupils	Tuesday 25 February 2020
National Offer Day: e-mails sent after 4pm and letters sent 1st class	Monday 2 March 2020
Schools send out welcome letters no earlier than	Wednesday 4 March 2020
Deadline for late applications and waiting list requests to be included in the Kent County Council reallocation stage. Also the date by which places should be accepted or declined to schools.	Monday 16 March 2020
Date Kent County Council will send schools reallocation waiting lists for ranking against their over-subscription criteria	Thursday 19 March 2020
Schools to send their ranked reallocation waiting list and acceptance and refusals to KCC	Thursday 26 March 2020
Deadline for lodging appeals	Friday 27 March 2020
Kent County Council to reallocate places that have become available from the schools' waiting lists. After this point, schools will take back ownership of their waiting lists.	Wednesday 22 April 2020

In addition, this scheme:

- (a) allows for Supplementary Information Forms (SIFs) to be returned directly to schools to assist in the ranking of applicants against their over-subscription criteria.
- (b) confirms that on **22 April 2020** Kent County Council will run one reallocation process offering places to late applicants and original applicants that have joined a school's waiting list after offer day. Kent County Council will consider late applicants through the process described in paragraphs 41 to 50. After **22 April 2020**, Kent County Council will enable schools to accept applications directly and offer vacancies as they arise, to children on their waiting lists. Copies of applications will be forwarded by parents to Kent County Council who will support and advise where this is needed. Schools must notify Kent County Council of any offers or refusals that are made at the same time these are made to parents.

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

1.

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

2.

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

3.

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

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

4.

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

5.

Online applications, SCAF and supporting publications will:

- (a) invite parents to express **up to four** preferences including, where relevant, any schools outside the Kent County Council area, and to rank each school according to their order of preference. Kent residents **must** complete a Kent SCAF. Residents outside Kent **must** complete their home Local Authority's SCAF (e.g. Medway residents complete a Medway SCAF etc).
- (b) allow parents to give reasons for each preference including details of any siblings that will still be on roll at the preferred school at the time of the applicant child's admission.
- (c) invite parents of looked after and previously looked after children to send Kent County Council evidence that supports the request for consideration under either criteria by **13 December 2019**.
- (d) explain that the parent will receive no more than one offer of a school place and that:
 - (i) a place will be offered at the highest available ranked preference for which they are eligible for a place; and
 - (ii) if a place cannot be offered at a school named on the form, a place will be offered at an alternative school.
- (e) specify the closing date for applications and where paper SCAs must be returned to, in accordance with paragraph 7.

6.

The LA will make appropriate arrangements to ensure:

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

7.

Completed applications must be submitted online and paper SCAs returned to Kent County Council or any Kent Secondary School by **31 October 2019**.

8.

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

9.

Applications made on the SCAF and returned direct to any school before **16 March 2020** must be forwarded to Kent County Council immediately to ensure inclusion in the appropriate allocation stage.

Supplementary Information Forms (SIFs)

10.

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

11.

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

12.

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

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

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

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

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

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

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

Testing

13.

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

14.

The Kent schools that require children to sit the Kent Grammar school tests are listed below. Schools which hold alternative tests will also be highlighted. It is not possible to include details of schools that added alternative tests during their 2020 consultation period as these consultations were still ongoing at the time of writing:

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

* Dover Grammar School for Boys and Dover Grammar School for Girls also accept pupils who have reached the required standard of the "Dover Test".

** Folkestone School for Girls and Harvey Grammar School also accept pupils who have reached the required standard of the "Shepway Test".

*** Highsted Grammar School also accepts pupils who have reached the required standard of the "Highsted Test".

**** Mayfield Grammar School, Gravesend also accepts pupils who have reached the required standard of the "Mayfield Test".

15.

Registration for the Kent Grammar school tests will open on **3 June 2019**. Parents wishing

their children to sit the Kent Grammar school tests are required to register with the Kent Admissions Team (either online or using a paper registration form) no later than **3 July 2019**.

16.

Details regarding the administration of the Kent test for Grammar school will be made available to parents in time for the registration.

17.

Kent test will take place:

for pupils attending a Kent school on **Thursday 12 September 2019**

for pupils not attending a Kent school on **Saturday 14 September 2019**

18.

Registration is open to parents of children resident in the UK, and the children of UK service personnel and other Crown Servants returning to the UK, who will transfer to Secondary school in **September 2020**.

19.

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

20.

By **6 July 2019** Kent County Council will send all Kent Primary and Junior schools, including Academies and co-ordinating Free schools, a list of their pupils that have applied to sit the Kent Grammar school tests. Schools will have until **13 July 2019** to contact parents of children who are interested in Grammar school and who have not yet applied.

21.

Late registrations cannot be accepted online. As far as reasonably practicable, registrations for the Kent test from children attending Kent County Council Primary and Junior schools that are received late will be accepted, provided a completed paper registration form is received by Kent County Council before **13 July 2019**. This deadline may be extended where a child is in receipt of an EHCP, is a looked after or previously looked after child or is in receipt of Pupil Premium. It will not be possible to accept late applications for children attending non-Kent County Council schools due to the constraints in securing test centre places for this cohort.

22.

If the parent chooses to name a Kent Grammar school on the SCAF for a child who has not taken the appropriate test, this preference will be treated as invalid for National Offer Day (**2 March 2020**) because the child will not have met the entry criteria.

23.

In the following exceptional circumstances, where a child is unable to sit the Kent

Grammar school tests on the specified dates, arrangements will be made for testing to take place by the end of **January 2020**:

- (a) illness on one or both test dates, confirmed by a doctor's certificate;
- (b) a move into the Kent County Council area after the closing date for test registration. (NB: This can only be arranged if parents have provided proof of residency and return the late paper SCAF before **13 December 2019**.)

24.

Outside these specific circumstances, children who have not registered for testing but want a Grammar school place will not have an opportunity to sit the test until after **22 April 2020** when parents can submit a further application through the post reallocation process (detailed in paragraph 50) or the in year admissions process (detailed in Section 2) or, if they have been refused admission, make an appeal to the Independent Appeal Panel.

25.

Following the conclusion of the assessment process Kent County Council will write to parents of all registered children advising them of the assessment decision. Letters will be sent by 1st class post on **17 October 2019**. Where a parent has registered for the Kent Test online, and provided a valid e-mail address, assessment decision e-mails will be sent after 4pm on **17 October 2019**. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of printed letters.

26.

There is no right of appeal against the assessment decision, but after **2 March 2020** parents may make an admission appeal to an independent appeal panel if their child is refused admission to any school, including a Grammar school.

Determining Offers in Response to the SCAF

27.

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

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

Kent County Council will allocate places in accordance with the provisions set out in paragraph 32.

28.

By 13 December 2019 Kent County Council will:

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

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

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

29.

By 6 January 2020 Kent County Council will advise all Kent Secondary schools of the full details of all valid applications for their schools via rank lists, to enable them to apply their over-subscription criteria. Only children who appear on Kent County Council's list can be considered for places on the relevant offer day.

30.

By 16 January 2020 All Kent Secondary schools, including Academies and co-ordinating Free schools and UTCs, **must** return completed lists, ranked in priority order in accordance with their over-subscription criteria, to Kent County Council for consideration in the allocation process. Where a school fails clearly to define its oversubscription criteria in its determined arrangements, the definitions laid out by Kent County Council must be adopted.

31.

16 January 2020 will also be the final deadline by which any school may notify Kent County Council of their intention to admit above PAN. Changes cannot be made after this date because Kent County Council will not have sufficient time to administer its co-ordination responsibilities.

32.

By 24 February 2020 the LA will match each ranked list against the ranked lists of every other school named and:

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

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

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

33.

By 24 February 2020 Kent County Council will have completed any data exchange with other Local Authorities to cover situations where a resident in Kent County Council's Local Authority area has named a school outside Kent, or a parent living outside the Kent County Council's Local Authority area has named a Kent school.

34.

By 25 February 2020 Kent County Council will inform its Secondary schools of the pupils to be offered places at their establishments, and will inform other Local Authorities of places to be offered to their residents in its schools and Academies. Kent County Council will also inform all Kent Primary and Junior schools of offers made to their pupils. Schools must not share this information with parents before **2 March 2020**.

35.

On Offer Day - 2 March 2020 Kent County Council will

(a) send an offer email after 4pm to those parents who have applied online and provided a valid email address. The email will include:

1. The name of the school at which a place is offered.
2. Information about the right of appeal against the decisions to refuse places at other named schools.
3. Information on how to request a place on a waiting list for schools originally named as a preference, if they want their child to be considered for any places that might become available. *Parents cannot ask for their child to go on the waiting list for a Grammar school unless the child has been assessed suitable for Grammar school*

(b) Send decision letters to ALL paper SCAF applicants and, as a minimum, all online applicants that did not receive an offer of their first preference. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. The letter will include:

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

36.

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

37.

Parents who reside in other Local Authorities, but who have applied for a Kent school or schools, will be notified of whether or not they are being offered a place at a Kent school by their own Local Authority on **2 March 2020**.

38.

Kent pupils who have not been offered a place at any of the schools nominated on their

SCAF will be allocated a place by Kent County Council at an alternative school in the Kent County Council area. This place will be offered on **2 March 2020**.

39.

Schools will send their welcome letters **no earlier than 4 March 2020**.

Acceptance/Refusal of Places - 16 March 2020

40.

By 16 March 2020 the applicant parent must inform the school whether they wish to accept or refuse the place offered on offer day. Refusals should be made in writing or via e-mail to provide an appropriate audit trail. If a response has not been received by **16 March 2020**, the school **must** remind the parent in writing of the need to respond within a further seven days and point out that the place will be withdrawn if no response is received. If the parent fails to respond by this date, a final letter should be sent informing the parent that the offer has been withdrawn. Only after taking reasonable measures to secure a response from parents will a school be able to retract the offer of a place. In cases of shared custody, schools should ensure that confirmation of acceptance or refusal is received from the applying parent.

Determining Offers in Reallocation Process

41.

Kent County Council will collect a reallocation list for all schools up to **16 March 2020**. This will include details of the following:

- (a) all applicants who named the school on the SCAF and were not offered a place on **2 March 2020** and who have asked to be included on the school's waiting list;
- (b) late applicants who named the school on their applications which were sent to Kent County Council by **16 March 2020**.

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

42.

By 19 March 2020 Kent County Council will advise all Kent Secondary schools of the full details of all waiting list requests and late applications (reallocation list) for their schools to enable them to apply their over-subscription criteria. Only children who appear on the Kent County Council list can be considered for places on Kent County Council's reallocation day. If a child's circumstances have changed since their original application, Kent County Council will amend their waiting list details up to **16 March 2020**. Kent County Council will not be able to amend details after this date. The full reallocation list must be put into the school's over-subscription criteria order. No distinction should be made on the basis of the child being a waiting list request or a late applicant.

43.

By 26 March 2020 The schools must return their ranked waiting lists to Kent County Council. Schools should also return all acceptance and refusal information collected to ensure Kent County Council can calculate places available for its reallocation day.

44.

On 22 April 2020 Kent County Council will re-allocate any places that have become available since offer day using the same process described in paragraph 32. Applicants will be sent a letter by 1st Class post that day, informing them of offers. In line with Kent County Council's ongoing desire to reduce the environmental and financial impact of large volume post runs, work will continue to produce email processes which will allow for the reduction of paper letters. Schools will be sent a list of all new offers and the remainder of their waiting lists. Late applicants will be added to the waiting list of each school that they have not been offered.

Determining Offers after Waiting Lists returned to Schools

45.

After **22 April 2020** waiting lists will be managed by schools and held in oversubscription criteria order. These lists can include

- (a) all applicants who were not offered a place on **2 March 2020** and who have asked to be included on the school's waiting list and who subsequently were not offered a place on **22 April 2020** (children on the waiting list described in paragraph 44);
- (b) applicants who did not name the school on their SCAF and who have approached the school to be considered via In Year Common Application Form (IYCAF).
- (c) Late applicants who have not previously been considered for a place at any Secondary school and who have approached the school to be considered via Post Reallocation Secondary Common Application Form (PRSCAF).

46.

After 22 April 2020 Schools will make offers from their waiting lists for any spaces available. Kent advises schools to wait until **25 April 2020** before making offers to allow all parents an opportunity to receive their letters detailing the outcome of Reallocation. Schools must inform Kent County Council whenever an offer or refusal is made so that Kent County Council can record all activity. If a school has reached its Published Admission Number, or an agreed number in excess of its Published Admissions Number as specified in paragraph 1.4 of the Admissions Code, an applicant should not be admitted other than through the Independent Appeal process, the In Year Fair Access Protocol or where special arrangements relating to children in Local Authority Care or who ceased to be so because they were adopted, or with an EHCP apply.

Handling of Late Applications:

Applications received after the SCAF closing date until 13 December 2019

47.

The closing date for applications in the normal admissions round (as above) is **31 October 2019**. As far as reasonably practicable, applications for places in the normal admissions round that are received late for a good reason will be accepted and considered 'on time', provided they are received by Kent County Council by **13 December 2019**. Late applications cannot be made online, so applicants must complete a paper SCAF and return it direct to Kent County Council. On time applicants can also request to amend application up to this point for a good reason. These requests must be made in writing to the admissions team. Amendments made to the online system after **31 October 2019** will

not be accepted. Online applicants who amend preferences after **31 October 2019** may not be sent an email and their offer may not be available online. If offers are not available via email and online, they will alternatively be sent an offer letter by 1st class post.

48.

Exceptional provision is made for the families of UK Service Personnel and Crown Servants as required by the School Admissions Code. Applications will be accepted up until **13 December 2019**, where it is confirmed in writing by the appropriate authority that the family will be resident in Kent by **1 September 2020**. A confirmed address, or, in the absence of this, a Unit or “quartering area” address, will be accepted as the home address from which home-school distance will be calculated. Children who are not successful in gaining any place they want will be allocated an available place at an alternative school, and will have the same access to a waiting list / right to appeal as other applicants.

Applications received after 13 December 2019 but before 16 March 2020

49.

Applications received after **13 December 2019** but before **16 March 2020** (the deadline for inclusion in any reallocation made on **22 April 2020**) will not be considered for places on **2 March 2020**, but will be included in the re-allocation of places on **22 April 2020** as defined above.

Applications received after 16 March 2020

50.

Late applications received after **16 March 2020** (the deadline for inclusion in any reallocation made on **22 April 2020**) must be made directly to the LA. Parents will apply using the Post Reallocation Secondary Common Application Form (PRSCAF). Kent County Council will support and advise parents. These will be considered by after **22 April 2020**, in accordance with a process similar to the in year admissions process (detailed in Section 2).

Cancelling applications

51.

Applications considered as ‘on time’ detailed in paragraph 7 and 47 can be cancelled or individual preferences can be removed by the applicant up to **16 March 2020** (the deadline for waiting list requests and late applications). Requests must be made to the admissions team in writing. New preferences cannot be added to an application at this point. After this date, it is not possible to cancel applications or remove preferences as the offer allocation process will have started.

52.

Parents that have cancelled an ‘on time’ application may submit a late application, for consideration under the reallocation process, providing that they do not name any preferences that appeared on their original application. The deadline for these late applications is **16 March 2020**.

53.

Where an application is cancelled, parents cannot join a school’s waiting list or appeal for a school that was on their original application unless they submit a new application for the school after **22 April 2020**.

Appeals

54.

All parents have the statutory right to appeal against any decision refusing them a school place and must lodge their appeal by **27 March 2020** for it to be considered as on time.

55.

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

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

In-Year Casual Admission Form.

1

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

2.

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

3.

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

4.

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

5.

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

6.

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

7.

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

8.

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

9.

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

10.

The IYCAF will:

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

11.

The LA will make appropriate arrangements to ensure:

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

12.

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

Supplementary Information Forms (SIFs)

13.

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

their published admission arrangements.

14.

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

Schools which have entrance tests

15.

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

16.

a)

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

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

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

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

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

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

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

b)

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

When applications are made for young people in the care of other Local Authorities or who ceased to be so because they were adopted, Kent (as receiving authority) will confirm an

offer of a school place with the placing authority. Where an in-year application is received from the corporate parent of a child in Local Authority Care, Kent Admissions team will expect that in line with Statutory Guidance *, arrangements for appropriate education will have been made as part of the overall care planning, unless the placement has been made in an emergency. Where the placement has been made in an emergency, and this is not the case, Kent, as the receiving authority, will refer the matter to a school identified by the placing authority, to establish if an offer of a place can be provided. If the school is full and such a provision is not considered appropriate, Kent County Council will advise the home authority of alternative education provision that may be in the better interest of the child.

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

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

c)

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

Determining Offers in Response to the IYCAF

17.

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

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

an appeal with the governing body.

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

18.

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

19.

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

20.

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

21.

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

Acceptance/Refusal of Places

22.

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

23.

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

24.

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

Waiting Lists

25.

Each oversubscribed school will keep a waiting list at least until the end of the first term. This will include details of all applicants who have named the school on the IYCAF but

could not be offered a place and have asked to be placed on a waiting list. *(A Grammar school can only put children on its waiting list if they have been assessed as suitable for a Grammar school.)*

26.

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

Appeals

27.

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

28.

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

Section 3 – Glossary of Terms

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

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



Appendix 2C (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2020/21

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

Produced by:
Admissions and Transport

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Introduction / Background

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

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

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

Proposed Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools (*except Dartford Bridge Community Primary School, Eastchurch CE Primary School, St Peters CE Primary School, Tunbury Primary School and Whitfield Aspen Primary School*)

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

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school.

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be

given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school.

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

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

Proposed Oversubscription Criteria for Dartford Bridge Community Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.
- **Children who live in the Priority Area detailed below** – Children will be ranked according to the distance from their home to the Dartford Bridge Community Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight-line National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG. A map displaying the priority catchment area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight-line measurements are used to determine how close each applicant's address is to the school.

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

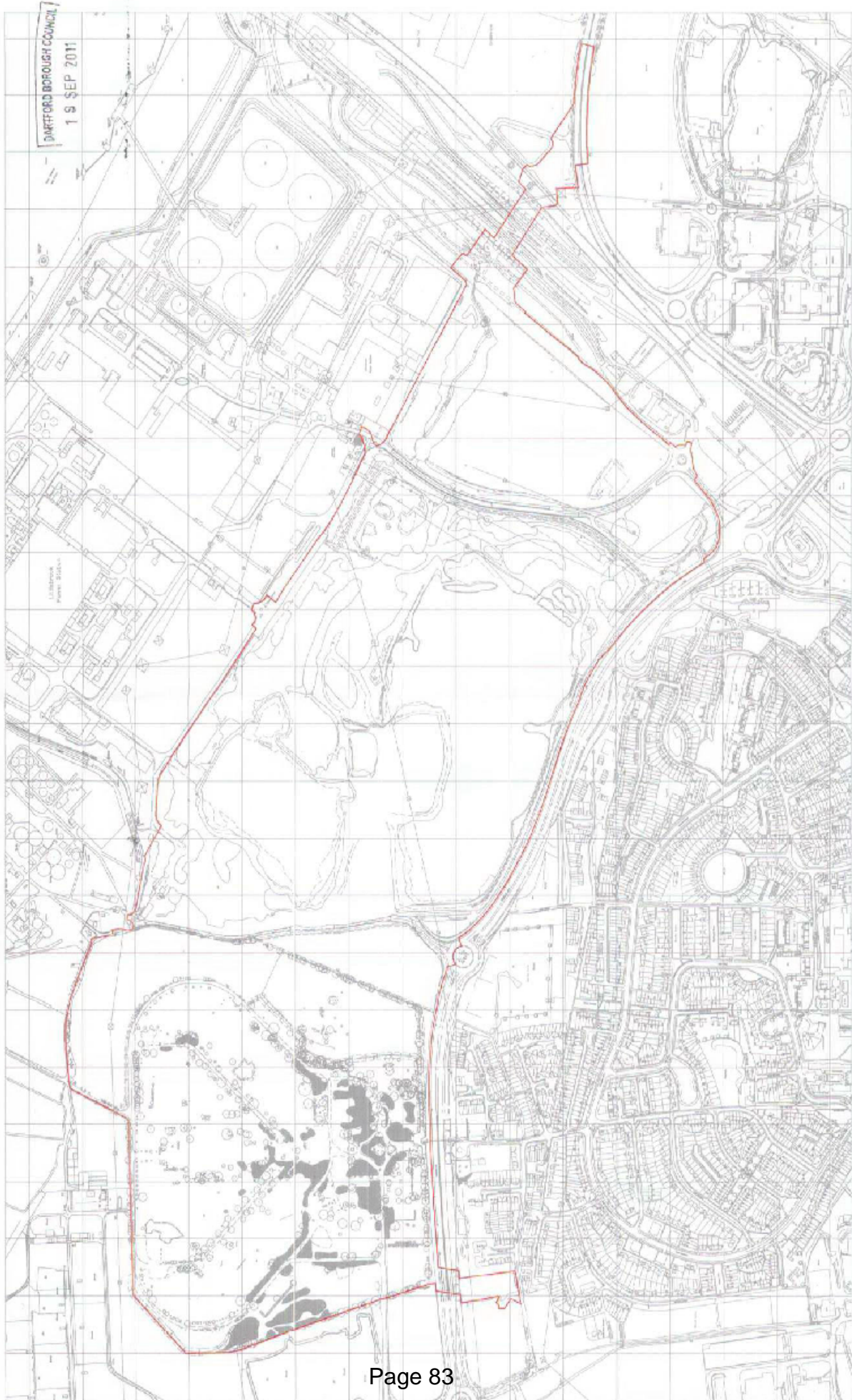
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/primaryadmission



DARTFORD BOROUGH COUNCIL
19 SEP 2011

Proposed Oversubscription Criteria for Eastchurch CE Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to a point equidistant between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School** - we use the distance between the child's permanent home address and the equidistant point between the Eastchurch site and the Warden Bay site of Eastchurch CE Primary School. This is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a defined point equidistant between the two school sites as specified by NLPG. The same coordinate for the equidistant point is used for everybody. These straight line

measurements are used to determine how close each applicant's address is to the equidistant point and children will be ranked in order of shortest distance first.

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

Proposed Oversubscription Criteria for St Peters CE Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

Where a child is transferring from Year 2 and would not be attending the infant school from the start of the next academic year, but applied for the linked junior school, the sibling link would not be broken for a child applying for the infant school.

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

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

- **Children who live in the Unparished area of Tunbridge Wells** – Children will be ranked according to the distance from their home to St Peters CE Primary School with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Nearness of children's homes to school** - we use the distance between the child’s permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant’s address is to the school.

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

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

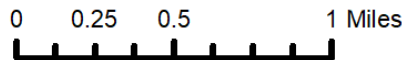
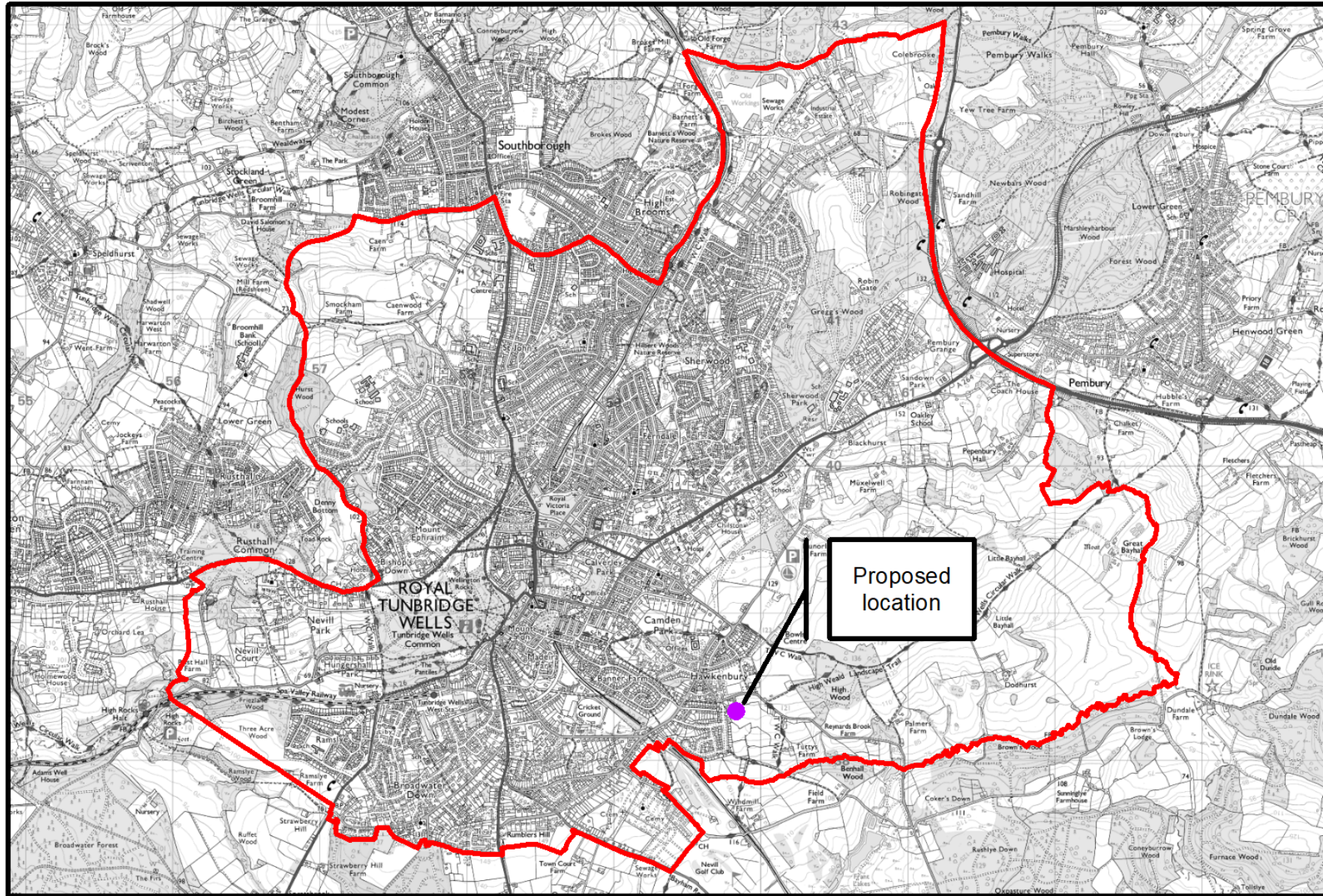
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

St Peter's Primary and Unparished Tunbridge Wells



Proposed Oversubscription Criteria for Tunbury Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

Where a child secures and accepts a place at the school through the co-ordinated admissions process but has yet to start, other siblings would gain priority under this criterion where they apply via the in year admissions process.

- **Children who live within a 0.5 mile radius of the school** - Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school**– Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within

the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

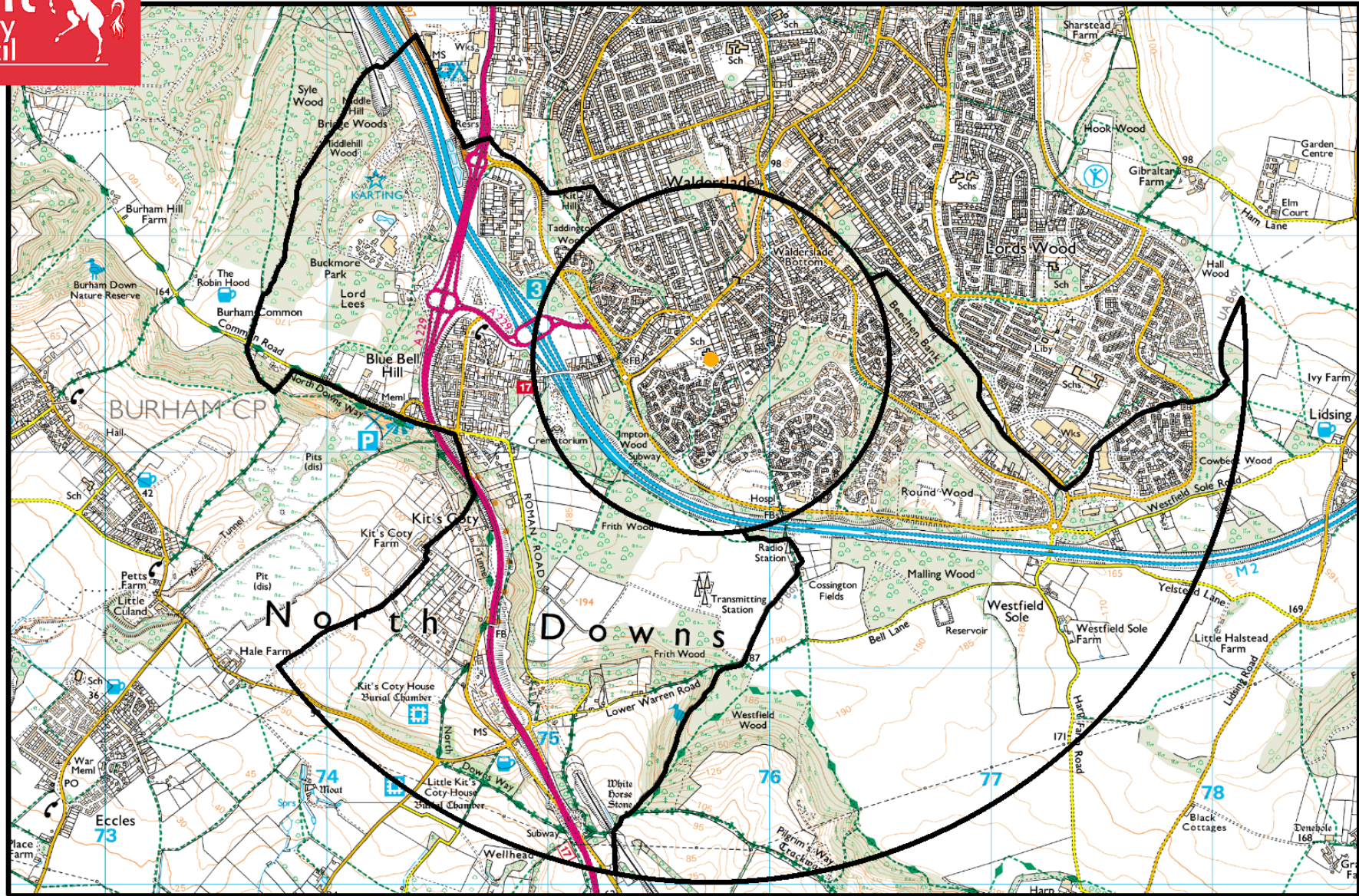
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

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



0 0.2 0.4 0.8 Miles



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Proposed Oversubscription Criteria for Whitfield Aspen Primary School

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

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

- **Children in Local Authority Care or Previously in Local Authority Care** – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

Where a child secures and accepts a place at the school through the co-ordinated admissions process but has yet to start, other siblings would gain priority under this criterion where they apply via the in year admissions process.

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - Children will be ranked according to the distance from their home to the nearest of either the Mayfield Road site or the Archers Court Road site of Whitfield Aspen school, with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

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

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

Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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

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

www.kent.gov.uk/primaryadmissions

Linked Infant and Junior Schools

DFE NO	Infant School Name	Linked With	DFE NO	Junior School Name
2514	Brookfield Infant School	<u>Linked With</u>	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	<u>Linked With</u>	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	<u>Linked With</u>	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	<u>Linked With</u>	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	<u>Linked With</u>	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	<u>Linked With</u>	2141	Amherst School (Academy) Trust *
2626	Sandwich Infant School	<u>Linked With</u>	2627	Sandwich Junior School
2119	<i>Shears Green Infant School***</i>	<u>Linked With</u>	2431	<i>Shears Green Junior School***</i>
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour's Church of England Junior School
3322	St James' Church of England Infant School *	<u>Linked With</u>	3049	St James's Church of England Junior School
3073	St Michael's Church of England Infant School	<u>Linked With</u>	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School	<u>Linked With</u>	2523	Upton Junior School*
2474	St Paul's Infant School	<u>Linked With</u>	2175	North Borough Junior School
2611	St Stephen's Infant School	<u>Linked With</u>	2608	St. Stephen's Junior School *
3081	Thurnham Church of England Infant School	<u>Linked With</u>	5203	Roseacre Junior School*
2276	Willesborough Infant School	<u>Linked With</u>	5226	Willesborough Junior School *

* Own admission authority Schools

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

Appendix 2C (2)

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

DfE no.	School name	District	Sub Type	Status	2020 PAN
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2278	Bethersden Primary School	Ashford	Primary	Community	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
2574	Downs View Infant School	Ashford	Infant	Community	90
2272	East Stour Primary School	Ashford	Primary	Community	60
3199	Egerton CEP School	Ashford	Primary	Voluntary Controlled	30
2282	Great Chart Primary School	Ashford	Primary	Community	60
3139	High Halden CEP School	Ashford	Primary	Voluntary Controlled	15
3134	John Mayne CEP School	Ashford	Primary	Voluntary Controlled	20
3284	Lady Joanna Thornhill (Endowed) Primary School	Ashford	Primary	Voluntary Controlled	60
2287	Rolvenden Primary School	Ashford	Primary	Community	14
3138	St. Mary's CEP School, Chilham	Ashford	Primary	Voluntary Controlled	15
2275	Victoria Road Primary School	Ashford	Primary	Community	30
2276	Willesborough Infant School	Ashford	Infant	Community	120
3145	Woodchurch CEP School	Ashford	Primary	Voluntary Controlled	26
3120	Barham CEP School	Canterbury	Primary	Voluntary Controlled	30
2258	Blean Primary School	Canterbury	Primary	Community	60
3122	Bridge & Patixbourne CEP School	Canterbury	Primary	Voluntary Controlled	60
2259	Chartham Primary School	Canterbury	Primary	Community	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
2263	Herne Bay Infant School	Canterbury	Infant	Community	120
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
2607	Parkside Community Primary School	Canterbury	Primary	Community	30
2000	St John's CofE Primary School	Canterbury	Primary	Voluntary Controlled	60
3129	St. Alphege CEI School	Canterbury	Infant	Voluntary Controlled	60
3289	St. Peter's Methodist Primary School, Canterbury	Canterbury	Primary	Voluntary Controlled	30
2611	St. Stephen's Infant School	Canterbury	Infant	Community	90
2268	Westmeads Community Infant School	Canterbury	Infant	Community	60
3130	Wickhambreaux CEP School	Canterbury	Primary	Voluntary Controlled	15
2120	Bean Primary School	Dartford	Primary	Community	30
2689	Craylands School, The	Dartford	Primary	Community	60
2062	Darenth Community Primary School	Dartford	Primary	Community	30
3919	Dartford Bridge Community Primary School	Dartford	Primary	Community	60
5229	Fleetdown Primary School	Dartford	Primary	Community	90
3296	Langafel CEP School	Dartford	Primary	Voluntary Controlled	45
2066	Maypole Primary School	Dartford	Primary	Community	60
2454	Aycliffe Community Primary School	Dover	Primary	Community	20
2648	Aylesham Primary School	Dover	Primary	Community	60
2559	Capel-le-Ferne Primary School	Dover	Primary	Community	30
3163	Downs CEP School, The	Dover	Primary	Voluntary Controlled	60

3167	Eastry CEP School	Dover	Primary	Voluntary Controlled	30
2320	Eythorne Elvington Community Primary School	Dover	Primary	Community	20
3168	Goodnestone CEP School	Dover	Primary	Voluntary Controlled	10
3916	Green Park Community Primary School	Dover	Primary	Community	60
3169	Guston CEP School	Dover	Primary	Voluntary Controlled	22
3911	Hornbeam Primary School	Dover	Primary	Community	30
3173	Kingsdown & Ringwould CEP School	Dover	Primary	Voluntary Controlled	30
2318	Langdon Primary School	Dover	Primary	Community	15
2321	Lydden Primary School	Dover	Primary	Community	12
3171	Nonington CEP School	Dover	Primary	Voluntary Controlled	12
3172	Northbourne CEP School	Dover	Primary	Voluntary Controlled	20
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary School	Dover	Primary	Community	60
2659	Sandown School	Dover	Primary	Community	60
2626	Sandwich Infant School	Dover	Infant	Community	56
2627	Sandwich Junior School	Dover	Junior	Community	60
3175	Sibertswold CEP School	Dover	Primary	Voluntary Controlled	30
2532	St. Margaret's-at-Cliffe Primary School	Dover	Primary	Community	30
2471	Whitfield and Aspen School	Dover	Primary	Community	78
2326	Wingham Primary School	Dover	Primary	Community	30
2327	Worth Primary School	Dover	Primary	Community	10
2095	<i>Cecil Road Primary and Nursery School***</i>	<i>Gravesham</i>	<i>Primary</i>	<i>Community</i>	<i>54</i>
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2116	<i>Lawn Primary School***</i>	<i>Gravesham</i>	<i>Primary</i>	<i>Community</i>	<i>30</i>
2525	<i>Painters Ash Primary School***</i>	<i>Gravesham</i>	<i>Primary</i>	<i>Community</i>	<i>60</i>
2119	<i>Shears Green Infant School***</i>	<i>Gravesham</i>	<i>Infant</i>	<i>Community</i>	<i>120</i>
2431	<i>Shears Green Junior School***</i>	<i>Gravesham</i>	<i>Junior</i>	<i>Community</i>	<i>120</i>
2509	Singlewell Primary School	Gravesham	Primary	Community	60
2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	15
2171	Brunswick House Primary School	Maidstone	Primary	Community	60
2163	East Farleigh Primary School	Maidstone	Primary	Community	30
3898	Greenfields Community Primary School	Maidstone	Primary	Community	45
3067	Harrietsham CEP School	Maidstone	Primary	Voluntary Controlled	60
2165	Headcorn Primary School	Maidstone	Primary	Community	60
2166	Hollingbourne Primary School	Maidstone	Primary	Community	15
2578	Kingswood Primary School	Maidstone	Primary	Community	20
3091	Laddingford St. Mary's CEP School	Maidstone	Primary	Voluntary Controlled	13
3069	Leeds & Broomfield CEP School	Maidstone	Primary	Voluntary Controlled	15
2168	Lenham Primary School	Maidstone	Primary	Community	30
2520	Madginford Primary School	Maidstone	Primary	Community	90
2183	Marden Primary School	Maidstone	Primary	Community	40
2175	North Borough Junior School	Maidstone	Junior	Community	90
3906	Palace Wood Primary School	Maidstone	Primary	Community	60
2176	Park Way Primary School	Maidstone	Primary	Community	45
2169	Platts Heath Primary School	Maidstone	Primary	Community	13
2552	Sandling Primary School	Maidstone	Primary	Community	60
2586	Senacre Wood Primary School	Maidstone	Primary	Community	30
3090	St. Margaret's CEP School, Collier Street	Maidstone	Primary	Voluntary Controlled	17
3073	St. Michael's CEI School, Maidstone	Maidstone	Infant	Voluntary Controlled	40
3072	St. Michael's CEJ School, Maidstone	Maidstone	Junior	Voluntary Controlled	45

2474	St. Paul's Infant School	Maidstone	Infant	Community	90
2192	Staplehurst School	Maidstone	Primary	Community	75
2193	Sutton Valence Primary School	Maidstone	Primary	Community	30
3081	Thurnham CEI School	Maidstone	Infant	Voluntary Controlled	90
3083	Ulcombe CEP School	Maidstone	Primary	Voluntary Controlled	15
2653	West Borough Primary School	Maidstone	Primary	Community	60
3092	Yalding St. Peter & St. Paul CEP School	Maidstone	Primary	Voluntary Controlled	24
3055	Churchill CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2088	Crockenhill Primary School	Sevenoaks	Primary	Community	30
3054	Crockham Hill CEP School	Sevenoaks	Primary	Voluntary Controlled	20
3896	Downsview Primary	Sevenoaks	Primary	Community	30
2130	Dunton Green Primary School	Sevenoaks	Primary	Community	30
3015	Fawkham CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2134	Four Elms Primary School	Sevenoaks	Primary	Community	16
2133	Halstead Community Primary School	Sevenoaks	Primary	Community	25
3907	Hextable Primary School	Sevenoaks	Primary	Community	90
2615	High Firs Primary School	Sevenoaks	Primary	Community	30
2136	Kemsing Primary School	Sevenoaks	Primary	Community	30
2137	Leigh Primary School	Sevenoaks	Primary	Community	23
2682	New Ash Green Primary School	Sevenoaks	Primary	Community	60
2138	Otford Primary School	Sevenoaks	Primary	Community	60
2459	Riverhead Infant School	Sevenoaks	Infant	Community	90
3035	Seal CEP School	Sevenoaks	Primary	Voluntary Controlled	60
2632	Sevenoaks Primary School	Sevenoaks	Primary	Community	90
2148	Shoreham Village School	Sevenoaks	Primary	Community	15
3037	St. John's CEP School, Sevenoaks	Sevenoaks	Primary	Voluntary Controlled	30
3201	St. Lawrence CEP School	Sevenoaks	Primary	Voluntary Controlled	12
3010	St. Paul's CEP School	Sevenoaks	Primary	Voluntary Controlled	15
3043	Sundridge & Brasted CEP School	Sevenoaks	Primary	Voluntary Controlled	15
2147	Weald Community Primary School	Sevenoaks	Primary	Community	30
3298	West Kingsdown C.E. Primary School	Sevenoaks	Primary	Voluntary Controlled	45
3146	Bodsham CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	13
3137	Brookland CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3904	Castle Hill Community Primary School	Folkestone & Hythe	Primary	Community	58
3902	Hythe Bay C of E Primary School	Folkestone & Hythe	Primary	Voluntary Controlled	60
3154	Lyminge CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
2296	Mundella Primary School	Folkestone & Hythe	Primary	Community	30
2524	Palmarsh Primary School	Folkestone & Hythe	Primary	Community	20
2545	Sandgate Primary School	Folkestone & Hythe	Primary	Community	60
3153	Seabrook CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2300	Sellindge Primary School	Folkestone & Hythe	Primary	Community	15
3160	Selsted CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3149	St. Martin's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	15
3158	Stelling Minnis CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2534	Bysing Wood Primary School	Swale	Primary	Community	60
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
3106	Eastchurch CEP School	Swale	Primary	Voluntary Controlled	60
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30

3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
2629	Holywell Primary School Upchurch	Swale	Primary	Community	30
2231	Lower Halstow School	Swale	Primary	Community	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
2237	Queenborough Primary School	Swale	Primary	Community	60
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
2074	Sunny Bank Primary School	Swale	Primary	Community	45
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
2434	West Minster Primary School	Swale	Primary	Community	90
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	90
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	90
3917	Garlinge Primary School	Thanet	Primary	Community	120
3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
2672	Palm Bay Primary School	Thanet	Primary	Community	60
2345	Priory Infant School	Thanet	Infant	Community	60
2337	St. Crispin's Community Primary Infant School	Thanet	Infant	Community	90
2328	St. Mildred's Primary Infant School	Thanet	Infant	Community	90
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
2661	Cage Green Primary School	Tonbridge & Malling	Primary	Community	60
2065	Discovery School, The	Tonbridge & Malling	Primary	Community	90
2164	East Peckham Primary School	Tonbridge & Malling	Primary	Community	30
2132	Hadlow School	Tonbridge & Malling	Primary	Community	30
3033	Hildenborough CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2167	Ightham Primary School	Tonbridge & Malling	Primary	Community	30
2680	Kings Hill School	Tonbridge & Malling	Primary	Community	60
2662	<i>Long Mead Community Primary School***</i>	<i>Tonbridge & Malling</i>	<i>Primary</i>	<i>Community</i>	<i>30</i>
2562	Lunsford Primary School	Tonbridge & Malling	Primary	Community	30
2185	Mereworth Community Primary School	Tonbridge & Malling	Primary	Community	30
2187	Offham Primary School	Tonbridge & Malling	Primary	Community	30
2188	Plaxtol Primary School	Tonbridge & Malling	Primary	Community	15
2189	Ryarsh Primary School	Tonbridge & Malling	Primary	Community	30
2190	Shipbourne School	Tonbridge & Malling	Primary	Community	8
2155	Slade Primary School	Tonbridge & Malling	Primary	Community	60
3089	St. George's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	30
2191	St. Katherine's School	Tonbridge & Malling	Primary	Community	90
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24
2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	60
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30

3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2135	Horsmonden Primary School	Tunbridge Wells	Primary	Community	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2127	Paddock Wood Primary School	Tunbridge Wells	Primary	Community	90
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3049	St. James' CEJ School	Tunbridge Wells	Junior	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	20

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

Appendix 2C (3)

Determined Statutory Consultation Area

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



Appendix 2D (1)

Kent County Council

Proposed Admissions Arrangements for Academic Year 2020/21

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
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Introduction / Background

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

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

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

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

Entry to the school is through the Kent Assessment Procedure

Following the Schools Adjudicator's decision in 2007 that Dover Grammar School for Boys will continue to use a dual testing arrangement to determine eligibility for admission (the "Dover test" as well as Kent's Procedure for Entry to Secondary Education (PESE)), provision was made for the same arrangements to apply to the Dover Grammar School for Girls at the time – consequently Dover Grammar School for Girls will continue to include in its oversubscription criteria that: "Entry is through the Kent age 11 assessment procedure or the Dover test."

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

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

Children in Local Authority Care or Previously in Local Authority Care – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

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

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

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

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

October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

Nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

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

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

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

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

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

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

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common

Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions

DOVER GRAMMAR SCHOOL FOR GIRLS
SUPPLEMENTARY FORM for PUPIL PREMIUM INFORMATION

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

3.1 Ever 6 FSM

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

3.2 Children adopted from care or who have left care

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

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

CHILD'S DETAILS

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

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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PARENT / CARER DETAILS

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to— DOVER GRAMMAR SCHOOL FOR GIRLS, Frith Road, Dover, Kent, CT16 2PZ BY 31st OCTOBER

Proposed oversubscription criteria for entry into Year 7 for The North School will be applied in the following priority order:

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

Children in Local Authority Care or Previously in Local Authority Care – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

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

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

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

Children who live nearer to The North School than any other maintained non selective secondary school or academy – Children will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

Children who live nearer to any other maintained non selective secondary school or academy than The North School – Children for whom the North School is not their nearest non selective secondary school or academy will be ranked according to the distance from their home to the North School with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

In the event of any of the above criteria being oversubscribed, priority will be given based on distance as described above with those closest being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last

available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

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

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

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher the school as early as possible to allow the school and admissions authority sufficient time to make a decision before the closing date.

Where a parent is requesting for their child to apply a year early, they should contact the school at the start of the application process related to the year they wish their child to start.

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

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

The school will take into account the year group the child has been taught in leading up to transition. If the request is declined, a school may offer a year 8 place as an alternative or simply refuse admission if the child is younger than the normal entry age. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from each named school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria. Further advice is available at www.kent.gov.uk/schooladmissions

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

Entry to the school is through the Kent Assessment Procedure

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

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

Children in Local Authority Care or Previously in Local Authority Care – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

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

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

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

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

Nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from

a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

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

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

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

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

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

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

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



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

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

3.1 Ever 6 FSM

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

3.2 Children adopted from care or who have left care

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

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

CHILD'S DETAILS

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

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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PARENT / CARER DETAILS

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—SIMON LANGTON GIRL'S GRAMMAR SCHOOL, OLD DOVER ROAD, CANTERBURY, CT1 3EW BY 31st OCTOBER

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

Entry to the school is through the Kent Assessment Procedure

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

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

Children in Local Authority Care or Previously in Local Authority Care – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Current Family Association - a brother or sister attending the school when the child starts. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

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

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

Children who live in the named parishes below – Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar School for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and Property

Gazetteer (NLPG) address point data. Distances are measured from a point within the child's home to a similarly defined point within the school as specified by NLPG.

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

Nearness of all other children's homes to school – The distance between the child's permanent home address and the school is measured in a straight line using National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

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

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

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

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

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

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

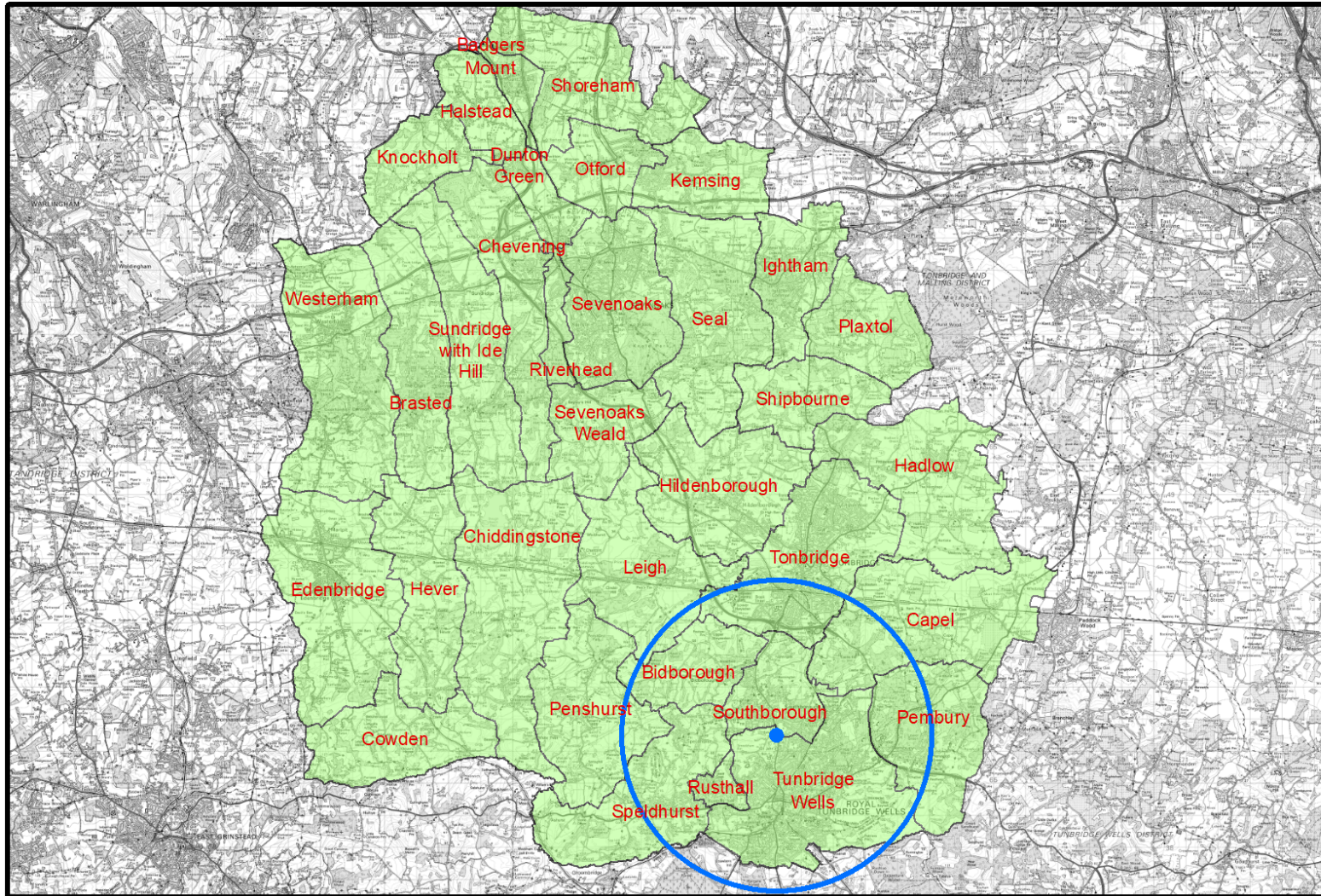
Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of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

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

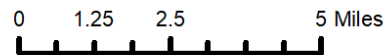
The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed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

A map displaying the priority catchment area is provided below:

Tunbridge Wells Grammar School for Boys Priority Areas



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Produced by: Admissions and Transport
Dated



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

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

3.1 Ever 6 FSM

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

3.2 Children adopted from care or who have left care

The pupil premium will include pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

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

CHILD'S DETAILS

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

Postcode

CURRENT SCHOOL	LA	DFE	SCHOOL NAME
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PARENT / CARER DETAILS

TITLE	FORENAME	SURNAME	RELATIONSHIP TO CHILD
TELEPHONE NUMBERS	1	2	
EMAIL ADDRESS			
PRINT NAME		SIGNATURE	

Please return to—TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS, ST JOHN'S ROAD, TUNBRIDGE WELLS, TN4 9XB BY 31st OCTOBER

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

Dover Grammar School for Girls:

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

Entry Requirements

The minimum requirement is four 6 and /or B grades and two others at a 5 and / or C Grades

- At least a grade 5 or above in English and Mathematics.
- You will require a 6 or B grade in most subjects you wish to study at A Level
- To study Mathematics, Modern Foreign Languages or a Science subject you will require a 7 or an A grade
- Students may be able to study a Science subject with a 6 or a B grade but their 4th option choice must be STEM Access forming part of your Personal Enrichment Pathway
- For Further Mathematics you will need an 8 or 9 and this will be your 4th A Level subject
- Photography will also be offered as a 4th A level option
- Short Courses count as half a GCSE

Oversubscription Criteria

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

The North School:

For Post 16 admissions, priority will be given to existing students transferring from Year 11. The PAN for external candidates will be 25, but this figure may be exceeded in the event that this, and the number of internal students transferring into Year 12, is less than the overall total figure for the year group, which is 150.

To undertake A Level courses you must have five A*- C/9-4 grades (including a 4+ in English and Maths) and a B or grade 6 in the subject you wish to study. Some A level subjects will have higher entry requirements and these are detailed in the Entry Requirements section of the Course Information.

Students may select all A Level Pathway courses, all BTEC Pathway courses, or a combination of these. Students wishing to follow a BTEC pathway must have five A*-C/9-4 grades (including a 4+ in English and Maths) and at least a C or a Merit in the subject they wish to study.

Any student who does not achieve Maths or English at Level 4 or above will be expected to study these alongside their other courses.

Where learners have achieved a better result than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

Oversubscription Criteria

In the case of oversubscription, the following criteria will apply in the order below:

- children in the care of a local authority/previously in local authority care
- students with a sibling living at the same address and attending the school at the time of entry
- health and special access reasons
- nearness of children's homes to the College

Simon Langton Girls' Grammar School:

The School has a mixed Sixth Form. Priority will be given to existing students transferring from Year 11. The admission number for external candidates will be 80, but this figure may be exceeded in the event that this, the number of internal students transferring into Year 12 and the number of students transferring into Year 13 are less than the overall total figure for the Sixth Form, which is 400.

The admissions criteria for the Sixth Form are as follows:

- Students should study 3 or 4 A Level subjects, an Extended Project Qualification (EPQ) and take part in the Intellectual Vision and Endeavour (IVE) Programme as part of the Langton Extended Curriculum.
- Students should achieve eight GCSE passes in full courses at grade 9 – 5 (A* - C in unreformed GCSE subjects), including Mathematics and English Languages
- Students should achieve a Grade 7 (A) or better to guarantee a place on his or her chosen course and a Grade 6 (B) means that a student may be accepted on to the course.
- Students should achieve a Grade 7 7 in Dual Science and a Grade 6 in Maths to study Science A levels.
- Students who have not studied a subject at GCSE and who wish to take up that subject at A level will be talked to on a case by case basis.
- Students who have studied non-GCSE qualifications will be assessed on a case-by-case basis.

Oversubscription Criteria

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

Parents have a statutory right of appeal, should an application for a place be refused, by writing to the Local Authority, Legal & Democratic Services.

Tunbridge Wells Grammar School for Boys:

For entry in September 2020 the academic entry requirements will be at least 48 points from your best 8 GCSE grades with no less than a grade 5 in English Language and Mathematics. Students wishing to study Mathematics at A level must have a minimum of grade A equivalent (9-7) at GCSE. For other subjects at least a grade B or equivalent at GCSE is required in the subject you wish to study at A Level or in a closely related subject for those subjects which are new to the curriculum in the Sixth Form.

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

Our Planned Admission Number (PAN) for Year 12 is 180 and for external applicants is 30. We may exceed that number if internal applicants and Y13 numbers allow resulting in a Sixth Form of no more than 360 students. If the number of preferences for the school is more than the number of spaces available, places will be allocated in the following priority order. In the event of any of the criteria being oversubscribed, priority will be given initially to children in receipt of pupil premium who have completed and returned the attached Supplementary Information Form and then on the basis of distance with those closest being given higher priority, as described below.

Following the admission of internal students transferring from Year 11, all remaining places will be allocated to learners who have met the entry requirements for the particular course of study. Where there are more learners seeking places than the number of places available, the above over-subscription criteria will be applied in the order set out to rank pupils until the overall figure for the year group is reached.

Appendix 2C (2)

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

DfE no.	School name	District	Sub Type	Status	2020 Published Admission Number
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
4246	<i>North School***</i>	<i>Ashford</i>	<i>High</i>	<i>Community</i>	215
4534	Simon Langton Girls' Grammar School	Canterbury	Grammar	Voluntary Controlled	165
4045	Tunbridge Wells Grammar School for Boys	Tunbridge Wells	Grammar	Community	210

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

Appendix 2C (3)

Determined Statutory Consultation Area for Kent Secondary schools

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

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

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

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

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: 2020-21 School Admission Arrangements

Responsible Owner/ Senior Officer: Scott Bagshaw

Version: 5.0 1/10/2018
4.0 1/10/2017
3.0 1/10/2016
2.0 1/10/2015
1.0 1/10/2014

Author: Craig Chapman

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

Summary and recommendations of equality analysis/impact assessment.

- **Context**

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

- **Aims and Objectives**

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

- **Summary of equality impact**

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

Adverse Equality Impact Rating **Low**

Attestation

Updated 03/01/2019

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2020-21 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:

Name: Scott Bagshaw

Job Title: Head of Fair Access

Date:

DMT Member

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

Date:

Part 1 Screening

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

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

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

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

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

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

Equality Analysis /Impact Assessment

Protected groups

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

Information and Data used to carry out your assessment

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

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

Who have you involved consulted and engaged?

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

Analysis

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

Adverse Impact,

No expected negative impact

Positive Impact:

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

JUDGEMENT

Updated 03/01/2019

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

Equality Impact Analysis/Assessment Action Plan

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

Page 134

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

Yes/No

Appendix

Please include relevant data sets

Updated 03/01/2019

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

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

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

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

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: 2020-21 School Admission Scheme

Responsible Owner/ Senior Officer: Scott Bagshaw

Version: 5.0 1/10/2018
4.0 1/10/2017
3.0 1/10/2016
2.0 1/10/2015
1.0 1/10/2014

Author: Craig Chapman

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

Summary and recommendations of equality analysis/impact assessment.

- **Context**

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

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

- **Aims and Objectives HERE**

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

- **Summary of equality impact**

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

Updated 03/01/2019

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

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2020-21 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed:

Name: Scott Bagshaw

Job Title: Head of Fair Access

Date:

DMT Member

Signed:

Name: Keith Abbott

Job Title: Director of Education Planning and Access

Date:

Part 1 Screening

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

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

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

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

Part 2

Equality Analysis /Impact Assessment

Protected groups

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

Information and Data used to carry out your assessment

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

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

Who have you involved consulted and engaged?

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

Analysis

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

Adverse Impact,

No expected negative impact

Positive Impact:

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

JUDGEMENT

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

Equality Impact Analysis/Assessment Action Plan

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

Page 144

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

Yes/No

Appendix

Please include relevant data sets

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

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

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

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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 – 11 January 2019

Subject: Change for Kent Children Programme

Classification: Unrestricted

Past Pathway of Paper: Corporate Management Team - 13 November 2018

Future Pathway of Paper: N/A

Electoral Division: All

Summary:

This paper sets out the Directorate's new approach to the delivery of integrated services for children and families in Kent.

Recommendation(s):

The Children, Young People's and Education Cabinet Committee is asked to NOTE the contents of this report and endorse the proposals for improving outcomes for children in Kent.

1. Introduction

1.1 This paper sets out the Directorate's new approach to the delivery of integrated services for children and families in Kent. It places these developments in the context of the wider ranging and more ambitious Change for Kent Children (CfKC) programme which aims to improve outcomes for all children and their families with the ambition to have these improvements recognised by Ofsted through the judgement of 'Outstanding' in the next inspection which is anticipated in mid-2020. It advises the Committee that the consultation in relation to the identified changes will start in the second week of January 2019. Finally, it identifies the programme as a key component of the Medium Term Financial Plan for the Directorate.

2. Background

2.1 The Children, Young People and Education Directorate and its predecessor Directorates have been through a number of structural iterations over the last five years. The move to the current structure was agreed at County Council in January 2017 but was not progressed until the appointment of the current Corporate Director of the Children, Young People and Education Directorate in October 2017 and the subsequent appointment of the two new Directors of

Integrated Services in July 2018. The amalgamation of Early Help Education and children's social work into one corporate directorate has provided the platform for improving outcomes for vulnerable children across the county. CYPE's focus is on greater integration of these services which necessitates working smarter and differently with families to achieve better outcomes, to provide the type of support that they need and to ensure that as a result we only intervene when actually needed.

- 2.2 The challenge the Directorate has faced over recent years has been around the linkages between early help and statutory social work services which were not always seamless and were sometimes difficult to navigate for both users of the service (children and their families) and for the agencies with which they may be working. We recognise that partners have sometimes found it difficult to know how to raise concerns and make referrals to the right services and this was one of the drivers behind the recent changes to the Front Door. Equally, we could have been clearer with families about the best sources of support and our structures have sometimes made the movement of families through the system too complicated. As families' difficulties have increased and decreased over time this has required work to be moved between different divisions each with a different approach and way of working. Removing inconsistency of transition between services and ensuring a more seamless experience for families is one of the key motivations for the changes that we are proposing.
- 2.3 Key learning from high performing authorities nationally is that they have clearly established pathways for families requiring assistance and there is a coherence to the offer between statutory social work and early help as well as an understanding of how thresholds are managed in a seamless and supportive way. This situation is less problematic when there are clear safeguarding concerns, which require the protection of children from harm, but become more difficult when the concerns are lower or less immediately clear. Equally, developing a system that is geared up to holding risk at a lower level, sometimes in more universal type provision, and avoiding the need to draw families into a child protection system unnecessarily is a key aim.
- 2.4 There is increasing recognition through inspection of the need to deliver services similar to those described above and the Ofsted inspection reports on the three authorities most recently judged to be 'outstanding' clearly establish this principle.
- 2.5 The Ofsted report on North Yorkshire, the first authority in the country to be judged outstanding across all areas, described:

'A wide range of interventions are used to ensure that families receive appropriate support that is proportionate to the level of concern. This is adeptly managed and supports positive relationships between workers and families in order to facilitate change and prevent escalation to statutory services. The processes to 'step up' to statutory services are clear and well understood and all requests are screened via MAST to ensure that this is appropriate, and families are not subject to statutory interventions and transferred to a new social worker unnecessarily.'

- 2.6 The Ofsted report on the London Borough of Bexley states:

'A relentless focus on providing early support results in a high number of families receiving the right level of help at the right time, with fewer families needing statutory intervention.'

2.7 Whilst the East Sussex report commends the work of the 'Swift' programme:

'Intensive, high-quality intervention and consultation is provided through the local authority-led 'Swift' team, a multi-disciplinary service that provides specialist consultation, assessment and intervention across a wide range of need, including child exploitation, substance misuse, mental health, domestic abuse, relationship difficulties and parenting. Joint work between social workers and this service adds depth to social work assessments and provides effective, targeted direct work to families.'

2.8 Addressing these issues is at the heart of the integration work programme.

3. The current delivery model

3.1 Whilst the new Directors of Integrated Children's Services (for East and West Kent respectively) were appointed in August 2018, the current operating model that exists under each Director remains largely non-integrated comprising predominantly a 'lift and shift' from the previous structure.

3.2 Across Kent, there are currently four Assistant Directors with responsibility for the area-based Children's Social Work, Children in Care, Contact and area-based Fostering teams, whilst there are also four Heads of Service separately overseeing Early Help Units, Youth Justice, Youth Hubs and Children's Centres in their respective parts of the county. Meanwhile, our PRU, Inclusion and Attendance staff currently sit outside of those teams as a standalone service.

3.3 The Assistant Director for Corporate Parenting oversees Adoption, Fostering, 18+ Care Leavers, 18+ Unaccompanied Asylum Seekers as well as a Virtual School service with limited links to Education Planning and Access.

3.4 An Assistant Director for Safeguarding and Quality Assurance manages Family Group Conferencing, the Safeguarding and Quality Assurance service and a Practice Development team, which has recently seen the addition of Early Help Improvement Managers and Practice Development staff.

3.5 Whilst Early Help and Children's Social Work staff have been brought together as part of an integrated Front Door Service, responsible to one Assistant Director, we continue to operate with two separate Management Information teams with separate service leads.

4. The Kent solution – a proposed new operating model

4.1 We have adopted a systematic and outward looking approach to remodelling the Directorate which has been based on learning from national research, national best practice and its evaluation through the DfE's Innovation Programme and Partners in Practice programme. We have also been running four pilot programmes in Kent over the last 10 months testing out several different approaches to integrated working. Those pilots have taught us a lot

about the benefits and draw-backs of different models and the most important learning has been incorporated into our proposed approach.

- 4.2 Whilst more detail on each of those pilots and their evaluation is included in Background Documents, briefly, these pilots tested four different ways of working. The one in the North tested out developing a more integrated approach to working across social care and early help, by decreasing the number of formal handover meetings between staff. This saw a reduction in the duration of C&F assessments (20% decrease), a reduction in duration of child in need cases (13% decrease, vs 199% increase across Kent) and a smaller (7%) reduction in social care caseloads. The pilot in the East examined a more integrated approach to working between schools and social care/early help and saw significant reductions in social care work; reductions in demand (22%), reduction in referrals for assessment (75%), reduction in on-going case (75%) and reductions in social care “contacts” (72%). The South pilot examined a new multi-disciplinary approach to working with adolescents and saw reductions in missing children and young people (65%), reduction in out of court disposals (20%) and a reduction in adolescent referrals (21%). The pilot in the West explored new ways of working to support placement stability for young people where there was a high risk of that placement breaking down and saw 53% of those children being supported to remain in that placement.
- 4.3 In addition to such tangible benefits, there were a range of other positive outcomes which included the better ability of staff to hold risk more confidently, better and more trusting working relations between social care/early help staff and partners, especially schools and the police, who in turn felt better able to manage risk, and more collaborative discussions and decision making between both our own staff but also partners.
- 4.4 We used the information drawn from all of these areas to establish a number of strategic and operational objectives to set the intended direction of travel. We then built a set of design assumptions based on all of the above which established the type of approach we wish to see mirrored across the department.
- 4.5 It was only when those aspects of the work had been completed that we moved on to developing an agreed practice framework (the ‘how’) setting out the model or way in which the department would operate and then the construction of the new operating model (the ‘what’). Form followed function.
- 4.6 The strategic and operational objectives can be found in their entirety in the background papers, however key amongst them is the clearly stated ambition:
- ‘To improve the outcomes and the life chances of the children and young people of Kent, leading to recognition from Ofsted that Kent’s Children’s Services are Outstanding.’*
- 4.7 This sets from the outset the twin ambitions of improving outcomes for children and young people in the county and the ambition to have these recognised by Ofsted through a judgement of ‘Outstanding’ in inspection. This

ambition has been shared widely and welcomed by staff across the department.

4.8 The design assumptions¹, which formed the basis of our thinking about both the practice framework and the model, focused primarily on:

- i. The development of an integrated approach or methodology for the whole Directorate, one which could have a unifying effect and allow staff to feel that they worked for one service operating a single approach to their work with families.
- ii. A recognition that when teams worked more closely together, including being co-located, they were better able to manage risk. Our early help services especially, felt the benefits of working more closely with social work colleagues; they felt more confident and enabled to hold risk better than they could under the previous model. We recognised that sometimes working more closely meant virtual as well as physical co-location.
- iii. An approach that differentiated between the skills of different disciplines, rather than amalgamating all staff into a blended approach was seen as the most effective. All the evidence that we saw suggested that an integrated approach did not mean blending all staff together; the maintenance of professional disciplines delivered clear benefits.
- iv. The better engagement of adult facing staff such as mental health and domestic abuse workers was key to better, less siloed working. We managed some of this within the Kent pilots, but most of the evidence in this area came from other authorities involved in the DfE's Partners in Practice programme.
- v. A model that approached working with vulnerable adolescents in a different way. Another area where we were able to draw on local learning from one of our pilots but also to cross reference it with national best practice. A recognition of the need for a differentiated approach that recognised the changing pressures that face adolescents growing up in Kent and the growing influences on them of pressures which are often external to the family.

4.9 We have remained loyal to our original stated intention, that the starting point for any new approach was to agree the framework or approach and only move to issues of the operating model or structure once those had been agreed.

4.10 Unfortunately, at the time of writing this report, final decisions about structure have not been made, although we will be in a position to provide an update to Committee in January.

5. Workforce development plan

¹ Included in their entirety in Background Papers.

- 5.1 The department employs over 2,000 staff across integrated children's services and whilst some structural changes are essential in building the new approach, structure alone is not the key to the better outcomes and improvements to which we aspire. A change to the way that staff work, to the skills that they have at their disposal, the development of better ways of working with families and a new cultural approach to underpin that, are central to our vision.
- 5.2 As we have become clearer about the future shape of the Directorate the need to consider how we can really invest in workforce development to support these changes has become apparent. Our practice framework workstream will begin work on a new and ambitious workforce development plan in mid-November and we anticipate that this will require us to look at both internal resources to support this but also to support through our Big Lottery bid for Contextual Safeguarding and the What Works Centre (DfE) for social work teams in schools. We further anticipate making a bid to the KCC 'Responding to Government Deficit Reduction' reserve fund/Transformation fund.

6. Expected benefits

- 6.1 As set out in the earlier sections, we anticipate significant benefits from the more joined up and integrated way of working. We know that partners will welcome this type of approach and that families will appreciate the greater clarity and continuity of worker that the model offers. There is national recognition that managing risk 'lower' in the system is better for families when done properly and that it is right to avoid too many being drawn into statutory social work services where appropriate. Providing support earlier is also more cost effective for the reasons outlined earlier and although national research has to date failed to quantify this, the logic of the approach is beyond doubt. Finally, it has been made clear by the national regulator, Ofsted, that this is the approach that they expect to see in high performing authorities.
- 6.2 There are, however, potential drawbacks and risks. The provision of earlier help comes with a cost and there is some evidence that working with families at an earlier stage can sometimes identify concerns that we are then obliged to address, which previously may well have remained hidden. In other words, it can identify more, rather than less, need. A more integrated approach requires better co-ordination and whilst this is positive, it can also be complicated and time consuming.
- 6.3 One aim is to hold risk lower in the system, drawing fewer families into statutory social work services where appropriate and safe to do so. We do however anticipate that this may generate some push back from some partners (e.g. schools). Our pilot in the east of the county working with schools to better manage risk will be useful in this respect, as will the work we are about to start with the Coastal Academies Trust.

7. Financial Implications

- 7.1 The main budgets in scope of the Change for Kent Children Programme are the Integrated Services Divisions. The previous Divisions of Children's Social Work and Early Help and Preventative Services have a combined gross

budget of £199m of which £56m is funded from grants and income, and a base budget of £143m.

7.2 The current Medium-Term Financial Plan (MTFP) 2018-20 sets out base savings of £4.5m to be delivered through the integration of services within CYPE by April 2020, this assumed the integration of services would take place in 2018-19. However, these targets were put place in 2017, prior to the start of integration, and the exact profile and amount of savings anticipated to be made from the programme will not be available until the structure and associated detailed considerations have been completed. It is however anticipated savings will be delivered through a combination of staff efficiencies driven from an integrated structure, re-commissioning of existing services to better focus on future needs, and the eventual reduction in future demand of both social work caseloads and high cost children in care placements.

8. Proposed timetable

8.1 The intended go-live date for the majority of the changes is 1 April 2019. The key dates are the start of a formal staff consultation programme in w/c 7 January 2019 with potential interviews for any affected staff taking place in February and March 2019.

9. Conclusions

9.1 Unfortunately, at the time of writing this report the final decision around the future structure which we believe will help to generate the benefits to which we aspire has not been made. We intend to complete this work by 21 December 2018 with a view to starting formal consultation with staff in the second week of January 2019. This means that whilst we will be able to update Committee on the proposed structural changes at the time of the meeting, that information was not available in time for submission of this report.

9.2 However, we are confident that this new approach when it is finalised will be good for the children and young people of Kent, good for the Department and good for Kent County Council. We strongly believe that the improvements to which we aspire will both improve the lives of our children and young people and be recognised for achieving that by the inspectorate in due course.

10. Recommendation(s)

The Children, Young People's and Education Cabinet Committee is asked to NOTE the contents of this report and endorse the proposals for improving outcomes for children in Kent.

11. Background Documents (plus links to document)

- Appendix 1 – Strategic objectives
- Appendix 2 – Summary of Pilot Outcomes
- Appendix 3 – Strategic Objectives

- Appendix 4 – Operational Objectives
- Appendix 5 – Design Assumptions and Principles

12. Contact details

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Appendix 1
Strategic objectives

- To improve the outcomes and the life chances of the children and young people of Kent, leading to recognition from Ofsted that Kent's Children's Services are Outstanding.
- Develop a new practice framework (the 'what'), by the end of October 2018, informed by the learning from the Kent pilots and national innovation programmes
- Implement an integrated operating model (the 'how'), from April 2019, to deliver the new practice framework, and to facilitate a whole systems approach to childhood
- Reduce the proportion of children and young people requiring statutory intervention and entering care, by providing better support earlier and taking swift and decisive action to ensure those in need are able to access to the most appropriate support
- Improve the confidence of Early Help and Children's Social Work staff in holding and managing risk, improving the understanding of one another's roles
- Build on the strong relationships that we have with our partners, engaging them in discussions around how we deliver our services in a truly joined-up fashion
- Engage with children, young people and their families, strengthening their resilience and improving their understanding of how to access the most appropriate support

Appendix 2

Summary of Pilot Outcomes

North Kent pilot - an integrated Social Care and Early Help approach

Summary of outcomes:

- Reduction in C&F assessment duration (down 19.9% in CSWT 3)
- Reduction in CIN duration (down 13.1%, compared to up 19% for Kent)
- CSW referrals remained at a similar level to the previous 6 months
- Reduction in CSWT caseload (down 7.1%)
- Increase in EH notifications (up 9%), though a higher proportion of referrals going to Open Access
- Increase in EH Unit caseload (up 10.5%)
- Increase in EH case duration (up 8.5%)
- Reduction in re-referrals within 2 months (4.7% to 2.6% for CSW, 21.8% to 16.9% for EH)
- Auditing suggested that quality of casework and decision-making was maintained
- EH was successful and effective in taking cases with higher complexity
- Improvement in the understanding of one another's roles across EH and CSW

East Kent pilot – an integrated Social Care and Early Help approach focusing on schools

Summary of outcomes:

- Reduction in demand into SCS in East Kent (down by 22%)
- Reduction in demand from the 5 schools compared to the same period last year
 - Reduction in referrals for assessment / S47 (down 75%)
 - Reduction in ongoing cases after assessment / S47 (down 75%)
 - Reduction in SCS contacts (down 72%)
 - Increase in EH notifications from the schools involved in the pilot (up 34%, EH notifications made by all East Kent schools increased by 18.9% over the same period)
- There was a positive change in the narrative used by schools
- Schools became more aware of the wider service offer within the community
- Staff felt more confident in dealing with children and young people with challenging behaviour
- There was a clear move towards staff working in a more joined-up way

South Kent pilot - multidisciplinary adolescent risk model

Summary of outcomes:

- Due to the positive engagement of the young people in this pilot, we would have expected to see an impact on the number of CLA had the pilot ran for a longer period
- Reduction in missing episodes for young people in the pilot (65% lower than the month they were referred)
- Reduced out-of-court disposals total (down 20% compared to the same period last year)
- Reduction in SCS adolescent referrals (down by 21% in Ashford, compared to 13% for Kent)
- Increase in SCS caseload (up by 3.3% in Ashford compared to a 6% reduction in Kent)
- Reduction in CP cases (reduction from 28 to 25) with increase in CP ends (increase by 167% in Ashford compared to 9% in the rest of Kent)
- Reduction in SCS adolescent re-referrals within 2 months (down 2.9% from the pre-pilot baseline)
- Police reported better identification of not only vulnerable and at risk young people but also adult offenders
- Achieved sustained engagement of partners in a multi-disciplinary approach
- A sense that previously unidentified need was uncovered
- Staff felt more confident in dealing with children and young people with challenging behaviour
- Staff report practice benefits in applying contextual safeguarding
- EH adapted successfully to handling cases at a higher threshold
- There was a clear move towards staff working in a more joined-up way

West Kent Pilot – enhancing placement stability

Summary of outcomes:

- Young people identified for the pilot were chosen due to the high risk of placement breakdown, the assumption being that all children identified would have had a breakdown without the support of the pilot
- 53% of pilot children had no placement changes
- 21% of pilot children ended up in higher level placements
- 5% of pilot children ended up in lower level placements

- 210 hours of respite provided to foster carers through providing activity days for CIC
- Both staff groups felt that they were able to better understand one another's roles as a result of the pilot
- Staff felt supported to work with young people presenting higher levels of risk
- Young people provided positive feedback on having dedicated support from staff
- Sense that providing respite contributed to improved potential for retaining foster carers

Key learning points from the Kent pilots during 2018

- **Integrated EH and CSW intensive team approach** – demonstrated clear benefits in terms of an improvement in cross-disciplinary knowledge and improved confidence of staff to hold and manage risk
- **Collaborative discussions and decision-making** – informal discussions, joint decision-making, team meetings and group planning and assessment helped to reinforce the benefits of integration
- **Shared management of risk** – where managed across an integrated team, staff felt better able to hold and manage demand and risk, with EH staff managing cases of greater complexity
- **Co-location** – was seen to be beneficial in developing a shared narrative and identity amongst staff, leading to the development of a shared language
- **Joint training** – shown to result in an increased knowledge exchange between Children's Social Workers, Early Help workers and youth workers
- **Multi-disciplinary teams** – bringing together a wide range of professionals, with engagement from partners, unified staff around a common goal. Staff and partners reported benefit in working in this way
- **More dynamic decision-making between EH and CSW** – including through the removal of the panel process, resulted in an increase in the throughput of case assessment and case duration
- **Multi-professional pre-referral consultation with targeted communities** – resulted in a reduction in contacts and an increased number of cases managed within the community

Appendix 3

Strategic Objectives

- To improve the outcomes and the life chances of the children and young people of Kent, leading to recognition from Ofsted that Kent's Children's Services are Outstanding
- Develop a new practice framework (the 'how'), by the end of October 2018, informed by the learning from the Kent pilots and national innovation programmes
- Implement an integrated operating model (the 'what'), from April 2019, to deliver the new practice framework, and to facilitate a whole systems approach to childhood
- Reduce the proportion of children and young people requiring statutory intervention and entering care, by providing better support earlier and taking swift and decisive action to ensure those in need are able to access to the most appropriate support
- Support children and young people at risk of entering the care system to remain with their family but, where this not appropriate or achievable, ensure suitable and stable alternative placements are provided
- Improve the confidence of Early Help and Children's Social Work staff in holding and managing risk, improving the understanding of one another's roles
- Build on the strong relationships that we have with our partners, engaging them in discussions around how we deliver our services in a truly joined-up fashion
- Engage with children, young people and their families, strengthening their resilience and improving their understanding of how to access the most appropriate support

Appendix 4

Operational Objectives

- Reduce the proportion of children and young people requiring statutory intervention and entering care, with a reduction in the proportion of CIN and children subject to a CP plan
- Reduce the percentage of re-referrals within 12 months
- Improve the recruitment and retention of in-house foster carers
- Reduce the percentage of children with 3+ placement moves
- Reduce the percentage of CLA who have a missing incident
- Improve the attainment levels of LAC at KS4
- Increase the percentage of care leavers who are EET and, particularly, the percentage of care leavers who are in Higher Education
- Reduce average caseloads across Children's Social Work
- Reduce and stabilise the unit cost of LAC placements
- Contribute to a further £4.5m in MTFP savings by the end of March 2020

Appendix 5

Design Assumptions and Principles

1. **EH / CSW practice framework** – We will develop a practice framework which all staff can identify with and follow, with this building on / being compatible with SOS, but with a focus on supporting families to change.
2. **Increase confidence and management of risk** – We will improve the confidence of staff to ensure that they feel more confident in holding and managing risk.
3. **Salad not soup** – We will look to integrate whilst respecting and maintaining the professional integrity and identities of different disciplines and different teams.
4. **Multi-disciplinary working/teams** – We will ensure EH and CSW staff work in an integrated way whilst working more closely with education, health, police and commissioned partners.
5. **Integrated management** – We will integrate the management of teams, probably at AD/HOS Service level
6. **Co-location** – We will co-locate appropriate staff together where possible.
7. **Adolescent risk model** – We will explore urgently a county-wide service for those most vulnerable young people, building on national learning. This will link with the CAT work being carried out in Thanet.
8. **Working with adults' teams** – We will engage adult, as well as child, domestic abuse, mental health and substance misuse services, also exploring how we can work more closely with Children with Disabilities.
9. **Educational attainment** – We will look at how we can close the attainment gap for vulnerable children, identifying how our inclusion and attendance teams and our Virtual School can best support this work.
10. **Open Access** – We will look at how Open Access can play a critical role in early identification and ongoing support for vulnerable children and children in need.
11. **Management information, quality assurance and business support** – We will explore how best to bring together our Management Information capabilities and our QA and service improvement resource.
12. **Engaging key partners, including schools and the private and voluntary sector** – With the support of our Area Education Officers, we will ensure partners are aware of and share our agenda to deliver a seamless approach.
13. **Engaging with staff and service users** – We will seek and consider feedback from staff and service users – children, young people and their families – as the proposals are developed.

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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 – 11 January 2019

Subject: Capital Programme 2019-22, Revenue Budget 2019-20 and Medium-Term Financial Plan 2019-22

Classification: Unrestricted

Summary:

County Council received a report and presentation on the Autumn Budget Statement on 18th October 2018. That report set out an update to the Medium-Term Financial Plan (MTFP) for 2019-20 including progress on proposals to resolve the unidentified gap in the original plan and high level outline plans for 2020-21 and 2021-22. The report marked the start of a communication and consultation campaign to support decisions on the final budget in February.

The final draft budget proposals were published on 2nd January 2019 to support the scrutiny and democratic process through Cabinet Committees, Cabinet and culminating in the annual County Council budget setting meeting on 14th February. This report provides Children's, Young People and Education Cabinet Committee with an opportunity to comment on the draft budget proposals and make recommendations to Cabinet Members as part of this process.

Members are asked to bring to this meeting the draft (black combed) 2019-20 Budget Book document published on 2nd January 2019 as information from this document is not repeated in this report.

Recommendation:

Members of the Children's, Young People and Education Cabinet Committee are asked to:

- a) NOTE the draft capital and revenue budgets and MTFP, including responses to consultation and government provisional settlement; and
- b) SUGGEST any changes which should be made before the draft is presented to Cabinet on 28th January and full County Council on 14th February.

1. Introduction

- 1.1 The Local Government Finance Act 1992 and KCC Constitution requires the Council to consult on and ultimately set a legal budget and council tax precept for the forthcoming financial year, 2019-20. The accompanying

draft Budget Book and MTFP document (hereafter referred to as the Budget Book) sets out the detailed draft proposals. This document is designed as a reference document and includes a number of sections/appendices. This report is produced as a guide to help navigate the document. We have reduced the amount of information included in the draft Budget Book for Cabinet Committees to help focus on the key budget issues.

- 1.2 The democratic process through Cabinet Committees, Cabinet, and ultimately full Council is the culmination of the budget setting process which takes almost a year to evolve beginning almost immediately after the budget is approved in February. This starts with the forecasts for the subsequent year(s) in the MTFP as set out at the same time as the approved budget for the forthcoming year, including the indicative central government settlement. These are based on estimates and subject to regular revision and refinement. It has become common that the MTFP usually has an unidentified savings gap for the future years which needs to be resolved, particularly so when future years are in a new spending review period.
- 1.3 In the last three years we have reported an interim update of the MTFP to County Council through the Autumn Budget Statement report. This includes updates to the forecasts and progress on identifying solutions to the unresolved gap. This also marks the launch of formal consultation as required under the Council's Constitution and is necessary to set a legal budget and council tax. The draft budget published in January for the final democratic process reflects the response to this consultation, further updates to forecasts, and final proposed resolution of any outstanding gap. Even then, this final draft can be subject to further changes leading up to the full Council meeting in February (including any amendments agreed at the meeting).
- 1.4 The final approved budget and MTFP is published in March.

2. Fiscal and Economic Context

- 2.1 The national fiscal and economic context is an important consideration for the Council in setting the budget. This context does not just determine the amount we receive through central government grants but also sets out how local government spending fits in within the totality of public spending. This latter aspect essentially sets the government's expectations of how much local authorities would raise through local taxation.
- 2.2 In previous years we have set out a full analysis of the national economic and fiscal context in section 2 of the draft Budget Book. This analysis has been based on the Chancellor of the Exchequer's Autumn Budget and the Office for Budget Responsibility's (OBR) economic and fiscal outlook. The Autumn Budget is now the government's main annual tax and spend policy instrument. The March statement is now just an update to economic and fiscal forecasts.

- 2.3 The Autumn Budget 2018 (AB18) was announced on 29th October (nearly a month earlier than previous years) and was made against a highly uncertain economic climate. Consequently, we are not convinced of the value of publishing the full analysis in the draft Budget Book publication in January bearing in mind the risk of further changes by the time of the February Council meeting. Instead we will include a short summary in this report for cabinet committees and provide the fuller analysis closer to the County Council meeting in February.
- 2.4 The Chancellor retained his two main fiscal rules in AB18; the cyclically adjusted budget deficit to be below 2% of Gross Domestic Product (GDP), and total debt as % of GDP to be falling, both by 2020-21. The latest OBR report suggests a stronger fiscal performance with total debt already peaking at 85.2% in 2016-17 and reducing to 83.7% forecast for 2018-19 and 79.7% for 2020-21. The annual deficit is predicted to reduce from 1.9% in 2017-18 to a forecast 1.2% in 2018-19. This improved performance is derived from higher than previously forecast economic growth (despite poor performance in first quarter of 2018 due to adverse weather), lower than planned public spending in 2017-18, and higher forecast tax yields for 2018-19 and beyond.
- 2.5 This improved performance allowed the Chancellor additional headroom to increase public spending plans and reduce some taxes in AB18. Most of the additional spending was allocated to the NHS, although some additional monies were allocated to local government including extra funding for social care in 2018-19 and 2019-20, road maintenance in 2018-19, one-off injection for schools in 2018-19, and removing the borrowing cap on local authority social housebuilding. There was also additional spending to support the implementation of Universal Credit and defence spending.
- 2.6 The tax reductions included increases in personal allowances on income tax, freezing fuel and alcohol duties, increases in business investment allowances and new buildings allowances, and reductions in business rates for medium sized high street premises. Some additional tax is planned to be raised from extending the reforms to off-payroll working (IR35) to larger private sector organisations, and introduction of new digital services tax on the revenues of digital businesses, both from April 2020.
- 2.7 The changes result in the forecast budget deficit initially increasing from £25.5bn in 2018-19 to £31.8bn in 2019-20 (1.2% of GDP to 1.4% of GDP), before then reducing in later years. The Chancellor retained £15.4bn (0.7%) of the headroom to the 2% deficit target to hedge future economic and fiscal uncertainty.
- 2.8 The provisional local government finance settlement was announced on 13th December. This announcement is one of the key elements of the Council's budget process as it includes several significant grants and council tax referendum principles.
- 2.9 In previous years the settlement has included changes to the distribution of government grants. The 2019-20 settlement had only minor changes to

the indicative allocations for 2019-20 in the 2018-19 settlement, notably affecting business rate top-up following the 2017 revaluation and New Homes Bonus (supported by additional money to maintain the 0.4% baseline). The settlement included an additional distribution to all authorities from the excess business rates levies paid to central government and additional Rural Services Grant (the latter does not affect KCC).

- 2.10 The provisional settlement confirmed the additional money announced in AB18 for social care. The 2019-20 settlement includes further substantial reductions to the Revenue Support Grant (RSG) as per previous indicative allocations (KCC's RSG is reducing from £37.6m to £9.5m in 2019-20) although the negative RSG for 162 has been redressed, indexation uplift in business rate top-up, the final tranche of the Improved Better Care Fund, and additional compensation for the business rate reliefs announced in AB18.
- 2.11 The settlement also confirmed that the council tax referendum threshold for 2019-20 will be 3% (unchanged from last year's announcement), and the final year of the social care council tax precept is also unchanged (this allowed for a 6% increase over the three years 2017/20, with no more than 3% in each of the first two years). The Autumn Budget Statement report included KCC's proposals for an increase up to but not exceeding the referendum threshold, and final 2% social care council tax precept. The settlement means the council tax proposals in the final draft budget are unchanged from that report. The only changes to council tax from the Autumn Statement are the notification of the estimated council tax base and collection fund balances from districts (the Autumn Statement was based on KCC's own forecasts).
- 2.12 The settlement also confirmed that the Kent business rate pool between KCC, 10 Kent district councils, and Kent and Medway Fire and Rescue Authority, will be re-instated following the 2018-19 100% retention pilot and the failed bid for a further pilot in 2019-20. The pool announcement increases the County Council's share of retained business rates from the assumption included in the Autumn Statement report. The Kent and Medway bid for a further business rate retention pilot for 2019-20 was not approved.
- 2.13 We have no indicative grants or council tax referendum limits for 2020-21 and beyond. We will not know these until after the outcome of the Spending Review anticipated sometime during 2019. We are also awaiting further details on the proposed 75% business rate retention arrangements, and the reforms following the Fair Funding review. These are likely to have a significant impact on future year's budgets and the Council's MTFP, this uncertainty makes forward financial planning very imprecise. The high-level three-year plan (appendix A(i)) in the final draft Budget Book is based on prudent assumptions about the outcome of the Spending Review, additional business rate retention, Fair Funding review, and council tax referendum principles consistent with the OBR assumptions in their latest fiscal and economic outlook report.

3. Revenue Budget Strategy and Proposals

- 3.1 The Council's revenue expenditure is what we spend on the provision of day to day services e.g. care for the elderly and vulnerable adults, supporting children in care, maintain and managing the road network, library services, etc. It includes the cost of salaries for staff employed by the Council, contracts for services commissioned by the Council, the costs of servicing debt incurred to support the capital programmes, and other goods and services consumed by the Council. Revenue spending priorities are determined according to the Council's statutory responsibilities and local priorities as set out in the MTFP, with the ultimate aim of delivering the vision set out in the Strategic Statement.
- 3.2 The final draft budget book includes the following sections in relation to the revenue budget proposals:
- Section 2 – Revenue Budget Summary by Directorate
 - Section 3 – Key Service Analysis by Directorate
 - Appendix A(i) – High Level 2019-22 three-year Revenue Plan
 - Appendix A(ii) – Detailed 2019-20 Revenue Plan by Directorate
 - Appendix B – Budget Risk Register
 - Appendix C – Assessment of Levels of Reserves
- The revenue budget sections set out the planned spending on services, the revenue plans in the appendices show the main reasons for year on year changes.
- 3.3 In order to meet the legal requirement to set a balanced budget the Corporate Director of Finance must be satisfied that it is based on robust estimates and includes adequate provision for reserves to cover risks and uncertainties. The 2019-20 draft budget includes provision for £59.5m of additional spending demands (realignment of existing budgets plus forecasts for future demand and cost increases) and £12.9m to replace the use of one-offs on the 2018-19 approved budget. This combined £72.4m of spending demands together with the £28.1m reduction in RSG (referred to in paragraph 2.9) make up the total £100.5m budget challenge for 2019-20.
- 3.4 The spending demands have only marginally increased from the £52.85m forecast in the Autumn Statement report to County Council on 18th October (after taking account of the additional £6.2m of spending from the extra ring-fenced adult social care winter monies). This reflects the very latest update in order to satisfy the robustness requirement. These spending demands include the need to realign budgets based on current activity/costs, future known unavoidable cost increases (including contractual price increases, legislative changes and financing capital programme), contingent sums for future eventualities (including estimated demand, non-specific price increases and contract retender), and local choices (including investment in services, and Kent pay scheme).
- 3.5 The 2019-20 draft budget includes savings and income proposals of £42.9m. This is less than the £57.5m identified in the Autumn Statement

report to County Council and resolves the £16.4m unidentified gap reported at the time. The reduced savings are possible following the additional grant announcements in AB18 (paragraph 2.9 above), as well as a higher than forecast council tax base estimate (paragraph 2.10) and the additional proceeds from the reapproval of the business rate pool (paragraph 2.11).

- 3.6 The revenue budget can be summarised in the updated version of the equation reported to County Council in the Autumn Statement and presentation by the Acting S151 Officer at the meeting (as shown below). This equation assumes the Council agrees the proposed council tax precept increases up to but not exceeding the 3% referendum limit and the 2% social care levy. Section 6 of this report sets out the main revenue spending demands and savings/income proposals for the Children's Young People and Education directorate.

FINANCIAL CHALLENGE			SOLUTION		
	£'000	£'000		£'000	£'000
• Spending Demands		59,527.5	• Council Tax		40,355.1
- realignment	-9,491.4		• Business Rates		-4,482.4
- unavoidable	31,249.6		• Savings		42,855.3
- contingent sums	28,967.5		- Identified	32,005.3	
- local decisions	8,801.8		- Use of reserves	10,850.0	
• One-offs 2018-19		12,858.6			
• Grant Reductions		28,153.0	• Grant Increases		21,811.1
		100,539.1			100,539.1

- 3.7 The 2020-21 and 2021-22 plans are presented at a high level for the whole council in appendix A(i). As identified in paragraph 2.12 this represents a prudent estimate of future funding following the Spending Review and possible changes to the funding distribution for local government as a whole. The plans also include forecasts for future spending pressures, replacing the use one-offs to balance the previous year's budget, forecast council tax base and council tax referendum limits, and the estimated need for further savings (including full year effect of previous years, future identified options and unidentified gap). There are so many uncertainties that there is little to be gained from setting future plans in any more detail at this stage.

4. Budget Consultation

- 4.1 As described in paragraph 1.3 consultation on the Council's revenue budget and council tax proposals was launched on 11th October to coincide with the publication of the Autumn Budget Report to County Council. The consultation closed on 21st November. This consultation sought views on council tax and KCC's budget strategy. The consultation was web based supported by a social media campaign. This approach achieved the aim of increased engagement at lower cost and received a total of 1,717 responses (compared to 965 responses last year). Furthermore, there were fewer numbers who started a response but did not complete (698 compared to 953 last year).

- 4.2 The campaign also aimed to increase public understanding of the Council's budget and the financial challenge arising from rising demand for/cost of providing Council Services, reductions/changes in central government funding, the need to find cost savings whilst at the same time protecting valued services, and impact on council tax. We will need to undertake further evaluation of the extent to which these aims were achieved.
- 4.3 Overall there were fewer proportion of respondents supporting council tax increases than in previous years although in general the suggestions where the Council could make alternative savings would not balance the budget equation. In relation to the budget strategy a significant majority either agreed or strongly agreed that this should support delivery of the three strategic outcomes outlined in the Council's Strategic Statement. A comprehensive report on consultation activity and responses is published on the Council's website (see link in background documents).

5. Capital Programme

- 5.1 Capital expenditure is spent on the purchase or enhancement of physical assets where the benefit will last longer than the year in which it is incurred e.g. school buildings, roads, economic development schemes, IT systems, etc. It includes the cost of purchasing land, construction costs, professional fees, plant and equipment and grants to third parties. As with revenue, capital spending plans are determined according to the Council's statutory responsibilities and local priorities as set out in the MTFP, with the ultimate aim of delivering the vision set out in the Strategic Statement.
- 5.2 Capital spending has to be affordable as the cost of interest on borrowing and setting aside sufficient provision to cover the initial investment funded by loans over the lifetime of the asset, are borne as revenue spending each year over a very long period. This affordability would also apply to invest to save schemes which need to have a reasonable payback.
- 5.3 Section 1 of the draft Budget Book sets out the proposed 2019-22 programme and associated financing requirements. The summary provides a high-level overview for the whole council, and the individual directorate pages provide more detail of rolling programmes and individual projects.
- 5.4 The 2018-21 programme was developed assuming a limit of no more than £100m of additional borrowing for new schemes over the three-year period. All of this capacity was used up in the three-year plan leaving no room for new schemes in subsequent years. Since the original programme was agreed some new projects have been committed e.g. additional capital spending on highways schemes approved by full Council in July 2018. We have also re-evaluated the programme where spending can be reduced or can be fully externally funded.
- 5.5 However, some further additional capital spending is essential to meet statutory responsibilities or will be an invest to save for the future. This

spending would have to be funded from additional borrowing of £64.5m over the three-year programme. We can fully mitigate the revenue impact over this period through refinancing other schemes, but in the longer term beyond 2021-22 this additional borrowing would have an estimated £4.5m additional revenue cost for another 20/30 years.

6. Headline Directorate Proposals

- 6.1 The 2019-20 draft budget for Children's Young People and Education Directorate of £194.3m includes a provision for £10.8m of additional spending demands and savings and income proposals of £3.0m including the use of one-off reserves.

Main Additional Spending Pressures

- 6.2 The provisional budget recognises the key demand pressures faced by the Children's, Young People and Education Directorate. A total of £3.5m has been identified to fund unavoidable cost increases in Children Social Services. The proposals address the current 2018-19 financial pressure from the need to place children in more expensive placements due to the increasing complexity of children entering care in addition to more expensive legal proceedings. The estimated pressure of future demand for both social work and the placing of looked after children is also considered, along with estimated contractual price increases for both external providers and in-house foster carers. £1.2m funding has also been identified for the Care Leavers Service to support the current numbers of young people by supplementing the shortfall in Government funding to cover the extended duty to support Care Leavers up to the age of 25.
- 6.3 The additional costs of supporting the unprecedented growth in the number of statutory Education, Health and Care Plans assessments has been reflected in the budget proposals with an additional £2.5m proposed to support both the Education Psychology and Special Educational Needs Service. The continuing pressure on Home to School Transport Services has also been recognised with £3.5m proposed to fund contractual price increases and continuing increases in demand, particularly for special educational needs transport.

Main Savings and Income

- 6.4 Saving plans for Children's, Young People and Education are mainly centred around the positive impact of the Change for Kent Children Programme, an additional £1.25m has been added to the existing target saving of £2m, allocated in the 2018-21 MTFP. This is expected to be delivered from the move to a new service delivery model which brings teams together to work in an efficient and integrated way without losing vital front-line services. The remainder of the savings are expected to be delivered through increased trading with schools (£0.5m), particularly with The Education People, and the proposal to introduce charging for post 16 Special Educational Needs Transport, in order to bring in line with the Kent 16+ Travel Card (£0.4m).

Dedicated School Grant (DSG)

- 6.5 One of the biggest challenges for this Council is managing the rising pupil population, particularly those pupils with Special Educational Needs and Disabilities (SEND). The support for these pupils is funded from the Dedicated Schools Grant High Needs block. Our High Needs block initially received a modest increase of 2% for general pupil population increase, however demand for SEND funded places continues to rise at a much higher rate than the increase we have received. We have discussed this position with this Committee at the last meeting and the Schools' Funding Forum on 30 November. Both this Committee and the Schools' Funding Forum supported the transfer of funding from the Schools block into the High Needs block of approx. £8.8m (which equates to 1% of the Schools' block) made up of 0.5% (£4.4m) for 2018-19 and a further 0.5% (£4.4m) for 2019-20. However, even after this transfer, a significant funding gap for 2019-20 exists. As the size of the proposed transfer exceeds 0.5%, we are required to submit an application to the Secretary of State for his approval. This request was submitted on 30 November 2018.
- 6.6 On 17 December 2018, the Secretary of State announced an additional £250m of funding for High Needs, £125m in 2018-19 and £125m 2019-20. The additional funding has been distributed to LAs based on the population projections for 2 to 18 year olds. Kent's allocation for each year is just over £3.5m, so just over £7m in total. Alongside the announcement the DfE have issued a statement regarding the impact of movement between blocks. It states that, in light of this additional funding, local authorities are now expected to review existing proposals to move funding from the school's block to the high needs block of the DSG in 2019 to 2020. This is something that we are currently undertaking with the School's Funding Forum and will need to be considered in terms of the overall pressure on the school's high need block. We have until 15 January 2019 to inform the DfE of any changes to our request and we hope to be able to verbally update this committee on this matter.
- 6.7 We cannot meet this funding gap from reserves as we no longer have a surplus balance in our DSG reserve. The Council's policy is to not "top up" DSG with Council funding so we are therefore considering what further action we can take to help manage demand so that we continue to fulfil our statutory responsibilities whilst also remaining within our available annual DSG funding.

7. Recommendations

Recommendations:

Members of the Children's, Young People and Education Cabinet Committee are asked to:

- a) NOTE the draft capital and revenue budgets and MTFP, including responses to consultation and government provisional settlement
- b) SUGGEST any changes which should be made before the draft is presented to Cabinet on 28th January and full County Council on 14th February.

8. Background Documents

- 8.1 KCC's Budget webpage
<https://www.kent.gov.uk/about-the-council/finance-and-budget>
- 8.2 KCC's approved 2018-19 Budget and 2018-20 Medium Term Financial Plan
https://www.kent.gov.uk/_data/assets/pdf_file/0010/79714/medium-term-financial-plan-and-budget-information.pdf
- 8.3 Autumn Budget Report to County Council 18th October 2018
<https://democracy.kent.gov.uk/documents/s86875/Autumn%20Budget%20Statement%20Final%20version.pdf>
- 8.4 KCC Budget Consultation launched 11th October 2018
<https://www.kent.gov.uk/about-the-council/finance-and-budget/our-budget>
- 8.5 Chancellor's Autumn Budget 2018 29th October 2018
<https://www.gov.uk/government/topical-events/budget-2018>
- 8.6 Office for Budget Responsibility fiscal and economic outlook 29th October 2018
<https://obr.uk/efo/economic-fiscal-outlook-october-2018/>
- 8.7 Provisional Local Government Finance Settlement 13th December 2018
<https://www.gov.uk/government/collections/provisional-local-government-finance-settlement-england-2019-to-2020>
- 8.8 KCC report on 2018 Budget Consultation
<https://consultations.kent.gov.uk/consult.ti/DraftBudgetStrategy201920/consultationHome>
- 8.9 KCC Draft Budget Book 2nd January 2019
<https://www.kent.gov.uk/about-the-council/finance-and-budget/our-budget>

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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 – 11 January 2019

Subject: Skills and Employability

Classification: Unrestricted

Future Pathway of Paper: N/A

Electoral Division: All

Summary: Kent’s current position on apprenticeships, any difficulties and our direction of travel, including who holds the responsibility for apprenticeships within KCC. Outlining the revised Skills and Employability Service and responsibilities under the newly established LATCo, The Education People (TEP)

Recommendation(s):

The Children, Young People’s and Education Cabinet Committee is asked to NOTE the content of the report.

1. Skills and Employability Service

1.1 The Skills and Employability service has moved into the newly established LATCo, The Education People (TEP). It has combined with the School Improvement Service for Secondary Special and PRUs to ensure a wrap-around and coordinated approach for schools, colleges, alternative provision, training providers and employers.

1.2 In addition to the Education, Quality and Standards work provided by School Improvement, the service focuses on Participation, Apprenticeships, Careers Information, Advice and Guidance and Employer engagement including supporting the Industry Guilds. The Head of this combined Service is Celia Buxton.

2. Participation, NEETs and Unknowns

2.1 The local authority has a statutory obligation to monitor the progression of school leavers into education, employment and training, widely known as participation. This obligation is laid out in the Participation of Young People in Education, Employment and Training- Statutory Guidance- September 2016, issued by The Department for Education.

¹The annual DfE Participation data is an average of the information collected from the previous December, January and February, when the data is deemed to be at its most stable. DfE reports by pupil at a fixed point therefore 16-17 year olds includes all pupils in years 12 and 13.

- 2.2 The percentage of 16-17 year olds participating in education and training is 91.6% compared to 92% nationally and an increase of 1.1% from 2017. This is made up from 83% in full time education, 6.1% in an apprenticeship and 2.6% in other education or training.
- 2.3 93.0% of 16-17 year olds were made offer of an education place in 2018, under September Guarantee; an increase from 92.9% in 2017
- 2.4 The September Guarantee is defined as; All young people will receive a guaranteed offer of learning by the end of the September after they complete year 11.
- 2.5 A great deal of specific, targeted work has taken place over the last three years to ensure NEET figures (Not in Education, Employment and Training) continue to fall, including the training of staff in qualifications such as CIAG (Careers Information, Advice and Guidance). This has helped staff to enable students to make well informed decisions around career pathways, therefore increasing sustainability on chosen pathways and avoiding 'drop out' from education, employment or training.
- 2.6 The percentage of 16-17 year olds Not in Education, Employment or Training (NEET) or whose activity is Unknown is 5.4% compared to 6.0% nationally and a decrease from 6.8% in 2017. The percentage of 16-17 years olds who are NEET is 2.6% compared to 2.7% nationally and a decrease from 3.1% in 2017. The percentage of 16-17 year olds whose destination is Unknown is 2.8% compared to 3.3% nationally and a decrease from 3.7% in 2017.
- 2.7 The additional 3% of 16-17year olds are either in employment without training or not available for EET.
- 2.8 The Service continues to track all young people up to the age of 19 and provides advice, guidance and support to improve participation, including:
- Analysing the availability of suitable destination routes and identifying where there are gaps in provision.
 - Using this intelligence, in shaping the post 16 offer for vulnerable learners and those at risk of becoming NEET in each of Kent's districts.
 - Collaborating with MI in ensuring the data captured is accurate
 - Providing a tracking support service and helpline for schools between 10am – 6pm, Monday to Friday, including each school having a named point of contact.
 - Providing in school support for appropriate September guarantee and early identification of those at risk of NEET.
 - A NEET support service for young people, currently provided by CXK.
 - Ensuring the tracking staff are trained to level 4 in CEIAG.
 - Monthly Participation meetings with providers and schools, co-chaired with EHPS to review NEETs and identify support.
 - Maintaining the 'Ready to work Kent' website providing information and support to young people and professionals working with them on the alternative post 16 offer.
 - The development of 14-19 (24) high quality provision for all learners.

- Transition programmes in each district to ensure effective transition from one educational stage to another or to employment with training.

3. Careers Advice and Guidance

3.1 A significant part of the participation work requires the schools to provide high quality Careers Education, Information, Advice and Guidance (CEIAG).

3.2 The Careers Enterprise Company (CEC) was established nationally by the Government in 2015 to help link schools and colleges to employers and to increase employer engagement with young people. In response to the governments Careers Strategy they work with Local Enterprise Partnerships (LEPs) to build a national network and fund programmes to provide high quality employer engagement activities for young people where they are most needed. Their aims include:

- Building Networks: Linking schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.
- Supporting Careers Leaders: Providing training and support for Careers Leaders in schools and colleges.
- Backing the Gatsby Benchmarks: Supporting implementation of a best practice standard for careers support, the Gatsby Benchmarks, with tools and targeted funding.

3.3 TEP are working with the Careers Enterprise Company (CEC) to increase the coverage of this network across Kent and Medway. By April 2019, the number of full time CEC coordinators working across the area will have increased from 2 to 6. The number of Enterprise Advisors, individuals from industry working with the Coordinators to deliver on the aims, is currently 42 and the target is to increase this number to 120.

3.4 With these targets there will be full coverage of mainstream schools by the Enterprise Adviser Network by the end of academic year 2019/20. With each school offered an Enterprise Coordinator and matched to an Enterprise Adviser.

3.5 In addition, TEP provide:

- CEIAG cluster meetings for schools which bring together school careers leaders and co-ordinators to share good practice, network and disseminate LA and CEC priorities, supporting schools to meet the Gatsby benchmarks
- The Kent online post 16 prospectus 'KentChoices4U' ensuring comprehensive information regarding all post 16 opportunities is accessible and the application process is supported.
- 'Made in Kent' events where young people have a practice interview with an employer.
- A minimum core offer of 4 hours Apprenticeship/ Participation support for all schools (LA maintained and Academies)

4. Apprenticeships

- 4.1 The apprenticeship levy was introduced from April 2017. UK employers with an annual pay bill of over £3,000,000 must pay 0.5% of their annual pay bill. For KCC this includes maintained schools, connected parties and all non-school staff. The levy payments are made available monthly through a digital account and employers must use this within 24 months. As a larger levy payer, the Government provide an additional 10% top up on this amount to employer. Levy funding is limited to training, assessment and accreditation and cannot be used for any other purpose.
- 4.2 As well as the introduction of the levy, all public sector organisations were given the target that 2.3% of all staff should be on an apprenticeship. The Skills and Employability Service have responsibility for the school apprenticeships and KCCs Human Resources Operational Department the non-school apprenticeships and management of the digital account.
- 4.3 Prior to the introduction of the levy and the 2.3% target, KCC had an annual target of 150 apprenticeship starts (110 for non-school and 40 for schools). Between April 17 - April 18 KCC saw an increase in the number of apprenticeship starts, with 269 non-school and 168 in schools.

4.4 Apprenticeship performance across Kent

Note: the levy operates on a financial year. The targets and figures published are quarters of an academic year.

- 4.5 Since the introduction of the Levy, there has been a decrease in apprenticeship starts across the UK. Kent has seen a 24% decrease of starts, compared to last year, a lesser decline than the national decrease of 46% for the same time period.
- 4.6 Of Apprenticeship starts from Sept 2017 - Sept 2018, 41% of those were adults aged 25 or over, 30% were aged 19-24, with 29% aged under 19. The distribution remains consistent with previous years.
- 4.7 Reduction in Apprenticeship numbers has been attributed to several issues, including:
 - The levy has been criticised as being complicated or too time-consuming to draw-down apprenticeship funding.
 - The requirement for 20% of training to be completed “off-the-job” is a barrier for some employers, especially SMEs of which there are a high proportion in Kent.
 - For Kent schools, the requirement of KCC to go through a procurement process for training providers reduces their ability to select the provider which most fits their needs in terms of delivery.
 - The DfE suggested that there was an “unusually large” increase in the number of apprenticeships which began in March and April 2017, ahead of the introduction of the levy, and an unusually large decline in starts in May 2017, which might exaggerate the size of the downturn.

5. KCC support for apprenticeships

- 5.1 TEP continue to provide a range of apprenticeship support services for schools, colleges, training providers and employers including:
 - Kent Choices local events – attended by over 2400 young people

- e-learning programme – to promote the benefits of hiring an apprentice and to provide support with the process
- Helpline and online chat support - 5 days a week from 8am until 6pm
- Targeted communication with schools who have not yet taken up an apprentice and the development of ‘shared apprentices’ for smaller schools.
- Made in Kent Campaign - Phase 2 delivered 1,000 interviews to 1,000 young people with phase 3 providing 8 apprenticeship events across the county.
- ApprenticeKent website – for employers to post both apprenticeship and work placement vacancies. The site has received 1900 registrations within the last 6 months.

5.2 In order to see improvement towards the new targets, TEP are implementing the additional following actions:

- Minimum core offer of 4 hours Apprenticeship/Participation support for all schools (LA maintained and Academies) from the list of activities below, with additional targeted hours for identified schools:
 - Apprenticeship/Participation presentations and group activities
 - Higher apprenticeship presentation and application support
 - Website sign up support for groups and staff
 - One to one information meeting with staff, pupils and parents
 - Q & A Sessions
 - Attendance at careers events/parents’ evenings
- A district level pilot activity in Swale, which focuses on bringing partners together across the district to improve the availability and take up of apprenticeships.
 - The pilot engages a working group of partners from SBC – Economic Regeneration, KATO, the local schools and independent training providers, both the East and Mid Kent Colleges, Sheppey Employer Breakfast Club and Skills and Employability.
 - This group is working collaboratively to develop a local Apprenticeship Advice and Guidance pack for users which informs of vacancies and needs within the area; planning with schools their curriculum offer to ensure structured transition into apprenticeships and a talent pipeline for students to local opportunities.
- A proposal for KCC to use some of its levy funding to support SMEs in developing apprenticeship opportunities for our most disadvantaged learners. From April 2019, as a large levy payer, KCC will be able to use 25% of their levy to support other employers in accessing apprenticeship training. TEP are asking for consideration to be given to allowing funding from this 25% to pay for the training of apprentices aged 16 to 24 from a disadvantaged background and young people currently employed in a job without training. We would like to promote this offer, through the guilds, to Kent’s non-levy paying SMEs to encourage recruitment.

6. Support for Employer Guilds

- 6.1 TEP provides additional support for the Kent, Employer Guilds. There are currently seven Guilds; Construction, Engineering, Hospitality and Tourism, Financial Services, Science, Health and Social Care and Land Based, these are in line with the SE LEPs priorities for growth across the South East. There is a strategy and staffing structure developed that provides consistent and comprehensive support to the Guilds to ensure strong employer links with schools, colleges and other education and skills providers, including:
- 6.2 The expansion of the CEC coordinators across the county and changes to their role to include attendance at and support for the guilds.
- 6.3 Increasing the number of engagement officers across the county from 2 to 4. This role ensures young people have appropriate and relevant pathways by supporting education providers to develop training provision which not only fills the gaps in need for young people but ensures the feedback from employers on skills gaps are informing curriculum design.
- 6.4 The purchasing of Labour Insight, a software package which provides up to date labour market information. Information from this, in conjunction with administrative support, is provided to support the Guilds.
- 6.5 The development of the proposal to use a proportion of the KCC levy funding to support non-levy paying businesses to take on young people as apprentices.
- 6.6 Given the further improvement of the support from KCC/TEP, the Skills Commission is taking the opportunity to review the role, structure, function and performance outcomes of the Guilds. This review is currently underway, with proposals expected in February 2019.

7. Recommendation(s):

The Children, Young People's and Education Cabinet Committee is asked to NOTE the content of the report.

8. 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 – 11 January 2019

Subject: Children, Young People and Education Directorate Performance Scorecard

Classification: Unrestricted

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

3.3 The number of permanent exclusions from Secondary schools has risen by one pupil in the last month from 29 in September to 30 but remains above the target of 35.

3.4 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has increased from 72.0% to 82.1% and in line with the target. The rate of notifications received into Early Help per 10,000 of the 0 – 17 population has increased from 217.1 to 230.7.

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 242 remains ahead of the target of 290.

3.7 The Free School Meal achievement gap for pupils at EYFSP achieving a Good Level of Development at 17 is better than the target of 19.

3.8 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%).

3.9 The Free School Meal achievement gap for pupils at Key Stage 4 in relation to the average Attainment 8 score at 18.8 is better than the target of 20.

3.10 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.

3.11 The completion rate for Returner Interviews, undertaken when a child/young person returns after going missing, is 91.8% 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.

3.12 The percentage of children becoming subject to a child protection plan for a second or subsequent time is 20.3%. 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 rates are for 2017/18).

- 3.13 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 70.1%, achieving the Target of 70.0%. The latest published information for the England average is 70.0%, and 71.5% for Kent's Statistical Neighbours (both rates are for 2017/18).
- 3.14 The average number of days between a child coming into care and moving in with an adoptive family is 348 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 520 days (3-year average 2014-17), 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).
- 3.15 The percentage of case-holding posts filled by permanent qualified social workers has continued to improve and for October 2018 was 87.1%, which is an improvement from the last reported figure of 84.9% (September 2018). Performance against this measure is now above 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.
- 3.16 The average caseload of Social Workers in the Children in Care Teams is 14.6, which has improved from the last reported figure of 15.4 in September 2018 and is now achieving the Target of a caseload of no more than 15 children/young people.

Amber indicators

- 3.17 Overall 514 of the 558 schools in Kent with a current inspection were good or outstanding, and 93% 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.
- 3.18 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.
- 3.19 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.
- 3.20 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%).

- 3.21 The percentage of referrals to Children's Social Care within 12 months of a previous referral is 25.9%. This compares to the latest published information for the England average, which is 21.9%, 24.0% for Kent's Statistical Neighbours and 25.2% for the South East (all comparative rates are for 2017/18 performance).
- 3.22 Percentage of Children in Care who are placed in KCC Foster Care, or within Relatives and Friends placements (excluding Unaccompanied Asylum Seeking Children) is 83.4%, 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.
- 3.23 The percentage of Care Leavers who are in education, employment or training (for those that the authority is in touch with) is 64.7%, which is slightly below the Target of 65.0%.
- 3.24 The percentage of on-line case file audits of children's social care records rated as good or above is 73.8% which is below the Target of 75.0%. Within the last 12 months the Audit process has continued to undergo significant changes, both to the process and the software, but this measure continues to provide an indication of the quality of social work practice.
- 3.25 At 20.0 the average caseload for Social Workers in the Children's Social Work Teams has improved from the last reported figures of 21.5 in September 2018 and 23.1 in July 2018. Whilst continuing to show improvement performance remains above the Target caseload of 18 children/young people. The reduction of caseloads continues to remain a key priority for Children's Social Work Services

Red indicators

- 3.26 The take-up for two years olds increased from 65.6% in September to 69.7% in October 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.
- 3.27 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 42.2% (754 out of 1,788) against a target of 95%. There has been an increase of 30% in the number of Education, Health and Care Plans (EHCPs) within the past 12-months.
- 3.28 The number of permanent exclusions of Primary aged pupils remains at 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).

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, which now includes Education, Early Help, and Specialist Children's

Services.

Background Documents


CYPE Directorate Scorecard – October 2018

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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

October 2018

Produced by: Management Information, KCC

Publication Date: 11th December 2018



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Guidance Notes

Note: Previous (Sept 2018) data for indicator **FD07 - C** 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 are included in the October 2018 figure.

POLARITY

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

RAG RATINGS

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

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

DIRECTION OF TRAVEL (DOT)

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

INCOMPLETE DATA

	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

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DATA PERIOD

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

CHILDREN, YOUNG PEOPLE AND EDUCATION SCORECARDS

CYPE	Children, Young People and Education Directorate Scorecard
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	4	↔	3	0	RED
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	H	MS		92.1	93	AMBER	91.5	↑	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	96.3	↔	96.5	98	AMBER
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	H	MS		69.7	80	RED	65.6	↑	62.2	78	RED
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	42.2	95	RED	43.4	↓	43.8	90	RED
CYPE1	Number of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		877	325	RED	846	↓		325	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils (as at end of Oct 2018)	L	R12M		22	12	RED	22	↔	24	15	RED
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils (as at end of Oct 2018)	L	R12M		30	35	GREEN	29	↓	25	40	GREEN
CYPE6	Percentage of Children Missing Education cases, closed within 30 days (for period November 2017 to October 2018)	H	R12M		84.0	85	AMBER	82.8	↑	60.7	80	RED
SISE49	Number of apprenticeships 16-18 year olds (2017-18 Quarter 4 [Latest Result] v 2017-18 Quarter 3 [Previously Reported Result])	H	Q	✓	2,370	3,600	RED	2,070	↑	2,370	3,600	RED
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	L	MS	✓	2.1	1.5	AMBER	1.9	↓	2.6	2.5	AMBER
SISE59	Percentage of unemployment among 18-24 year olds	L	MS		3.2	2.7	AMBER	3.1	↓	3.1	2.8	AMBER
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)		MS		230.7			217.1		203.5		
EH18	Percentage of cases closed by Early Help Units with outcomes achieved	H	MS	✓	82.1	82	GREEN	72.0	↑	82.5	80	GREEN
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	H	MS		50.2	65	RED	43.8	↑	50.8		
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	✓	242	290	GREEN	247	↑			
SCS01	Re-referrals within 12 months	L	R12M		25.9	25.0	AMBER	25.4	↓	23.1	25.0	GREEN
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)		MS		551.4			552.5		587.4		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		91.8	85.0	GREEN	91.6	↑	91.4	85.0	GREEN
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	20.3	20.0	GREEN	20.4	↓	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	✓	70.1	70.0	GREEN	70.3	↓	69.4	70.0	AMBER
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	83.4	85.0	AMBER	84.3	↓	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	✓	348.4	426.0	GREEN	349.2	↑	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	64.7	↔	66.4	65.0	GREEN
SCS37	Percentage of on-line Case File Audits rated as Good or above	H	R12M	✓	73.8	75.0	AMBER	74.0	↓	81.7	70.0	GREEN
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	87.1	85.0	GREEN	84.9	↑	82.7	85.0	AMBER
SCS42	Average caseloads in the CIC Teams	L	MS		14.6	15.0	GREEN	15.4	↑	15.9	15.0	AMBER
SCS43	Average caseloads in the CSWT Teams	L	MS		20.0	18.0	AMBER	21.5	↑	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	19	GREEN	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		18.8	20	GREEN	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 Oct 2018	Nov 2018
SISE34	Percentage of all schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	Ofsted published inspection reports (MI Database)	Inspections data as at Oct 2018	Nov 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 Oct 2018	Nov 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 9th November 2018	Nov 2018
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Impulse database - monthly reported data	Snapshot as at Oct 2018	Nov 2018
CYPE1	Number of pupils being placed in independent or out-of-county special schools	Education Finance reporting	Snapshot as at Oct 2018	Nov 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 Oct 2018	Nov 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 Oct 2018	Nov 2018
CYPE6	Percentage of Children Missing Education cases, closed within 30 days	Fair Access Team Impulse reporting	Nov 2017 to Oct 2018	Nov 2018
SISE49	Number of apprenticeships 16-18 year olds	Skills Funding Agency/Dept for Business, Innovation & Skills	2017-18 Quarter 4 data	Nov 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 Oct 2018	Nov 2018
SISE59	Percentage of unemployment among 18-24 year olds	KCC Business Intelligence Statistical Bulletin - Monthly Data	Snapshot data at end of Oct 2018	Nov 2018
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)	Early Help module	Rolling 12 months up to Oct 2018	Nov 2018
EH16	Percentage of cases closed by Early Help Units with a positive outcome	Early Help module	Snapshot as at Oct 2018	Nov 2018
EH52	Percentage of Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at Oct 2018	Nov 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 Oct 2018	Nov 2018
SCS01	Re-referrals within 12 months	Liberi	Rolling 12 months up to Oct 2018	Nov 2018
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Liberi	Rolling 12 months up to Oct 2018	Nov 2018
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to Oct 2018	Nov 2018
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to Oct 2018	Nov 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 Oct 2018	Nov 2018
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at Oct 2018	Nov 2018
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to Oct 2018	Nov 2018
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to Oct 2018	Nov 2018
SCS37	Percentage of on-line Case File Audits rated as Good or above	Firmstep	Rolling 12 months up to Oct 2018	Nov 2018
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at Oct 2018	Nov 2018
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2018	Nov 2018
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at Oct 2018	Nov 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 DfE published	Nov 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 Prov DfE PT checking dataset	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)
FD07-C	Rate of notifications received into Early Help per 10,000 0-17 population (rolling 12 months)	The total number of notifications received during the current reporting month per 10,000 of the Mid Year 2017 0-17 population Estimates. The data includes all notifications which proceeded to Early Help (FD06-C).
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, within 6 weeks of allocation	The proportion of assessments completed in the last month, where the assessment was completed within 30 working days of allocation.
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. It is important to note that this is not comparable to previous proven reoffending publications which reported on a 12 month cohort.
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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Indicator Definitions

Code	Indicator	Definition
SCS01	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.
SCS02	Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)	This indicator shows the rate of referrals received by Children's Social Work Services. Numerator: Number of referrals by District allocated to (rolling 12 month period). Denominator: child population figure for the District divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates). Districts and Area are based on the District that the referral was allocated to, in the same way as SCS01. Referrals not allocated to a District Team (e.g. to a Countywide Team instead) are included in the Kent figure but are not included in any District figures. This data comes from SCS Management Information.
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	The percentage of returner interviews completed in the last 12 months where the case was open to SCS at the point the child went missing and the child was aged under 18 at the point of going missing.
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	The percentage of children who become subject to a Child Protection Plan during the last 12 months who have been subject to a previous plan.
SCS18	Children in Care in same placement for the last two years (for those in care for two and a half years or more)	The percentage of Children in Care aged under 16 at the snapshot date who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoptive placement together with their previous placement together last for at least 2 years.
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	The percentage of Kent Children in Care at the snapshot date who are in Foster Care and are placed with KCC Foster Carers or with Relatives and Friends. UASC are excluded
SCS22	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.
SCS42	Average caseloads in the CIC Teams	The average caseload of social workers within district based CIC Teams at the snapshot date.
SCS43	Average caseloads in the CSWT Teams	The average caseload of social workers within the district based Children's Social Work Teams (CSWTs) at the snapshot date.
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.

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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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Term	School	School type	LA / Academy	District	Inspection type	Inspection date	OE judgement	Direction of travel since previous inspection	First inspection since academising / new school?	Previous insp date
1	The John Wallis CE Academy	Pri	ACA	Ashford	8 - Good	11 Sep 18	2	↔	-	09 Jan 14
1	Monkton CEP School	PRI	LA	Thanet	8 - Good	11 Sep 18	2	↓	-	19 Nov 11
1	Holy Trinity CEP School	PRI	LA	Gravesham	5	12 Sep 18	2	↑	-	19 Oct 17
1	St Martin's School	PRI	ACA	Dover	8 - Good	13 Sep 18	2		Yes	-
1	St Francis' Catholic Primary School	PRI	LA	Maidstone	8 - Good	18 Sep 18	2	↔	-	25 Jan 15
1	St Johns CEP School	PRI	LA	Canterbury	5	18 Sep 18	2	↑	-	22 Mar 16
1	Smeeth Community Primary School	Pri	LA	Ashford	8 - Good	20 Sep 18	2	↔	-	06 Nov 14
1	Lynsted and Norton School	PRI	ACA	Swale	5	25 Sep 18	3	↔	-	19 May 16
1	Skidders Kent Primary School (SKPS)	PRI	ACA	Tunbridge Wells	5	25 Sep 18	2		Yes	-
1	Valley Invicta Primary School At Leybourne Chase	PRI	ACA	Tonbridge & Malling	5	25 Sep 18	2		Yes	-
1	Istead Rise Primary School	PRI	ACA	Gravesham	5	25 Sep 18	2		Yes	-
1	Finberry Primary School	Pri	ACA	Ashford	5	26 Sep 18	2		Yes	-
1	Valley Invicta Primary School At Kings Hill	PRI	ACA	Tonbridge & Malling	5	27 Sep 18	2		Yes	-
1	St Augustine's Catholic Primary School, Hythe	PRI	LA	Folkestone & Hythe	8 - Good	28 Sep 18	2	↔	-	12 Mar 15
1	St George's CE Primary School	PRI	ACA	Swale	8 - Good	02 Oct 18	2		Yes	-
1	Dame Janet Primary Academy	PRI	ACA	Thanet	5	02 Oct 18	2	↑	-	21 Jun 16
1	Trinity School	Sec	ACA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	23 Jun 15
1	Leigh Primary School	PRI	LA	Sevenoaks	8 - Good	02 Oct 18	2	↔	-	14 Oct 14
1	Riverview Infant School	PRI	ACA	Gravesham	8 - Good	02 Oct 18	2		Yes	-
1	King Ethelbert School	Sec	ACA	Thanet	5	02 Oct 18	2	↔	-	04 Jun 14
1	Valley Invicta Primary School at Holborough Lakes	PRI	ACA	Tonbridge & Malling	5	03 Oct 18	2		Yes	-

1	Langafel CEP School	PRI	LA	Dartford	8 - Good	03 Oct 18	2	↔	-	05 Mar 15
1	St Barnabas CofE Primary School	PRI	LA	Tunbridge Wells	8 - Good	04 Oct 18	2	↔	-	27 Nov 14
1	Oasis Academy Isle of Sheppey	Sec	ACA	Swale	8 - Monitoring	08 Oct 18	3	↔	-	01 Mar 17
1	Kingsnorth CEP School	Pri	ACA	Ashford	8 - Good	09 Oct 18	2		Yes	-
1	Tree Tops Primary Academy	PRI	ACA	Maidstone	8 - Monitoring	09 Oct 18	3	↔	-	03 May 17
1	Meopham Community Academy	PRI	ACA	Gravesham	8 - Good	16 Oct 18	2	↔	-	25 Nov 14
1	Oaks Academy	PRI	ACA	Maidstone	8 - Good	16 Oct 18	2	↔	-	04 Mar 14
1	Sibertswold CEP School	PRI	LA	Dover	8 - Good	18 Oct 18	2	↔	-	04 Dec 14
1	Culverstone Green Primary School	PRI	ACA	Gravesham	8 - Good	18 Oct 18	2	↔	-	18 Sep 14
1	Joy Lane Primary School	PRI	LA	Canterbury	8 - Good	19 Oct 18	2	↔	-	06 Feb 14
2	Manor Community Primary School	PRI	ACA	Dartford	8 - Good	31 Oct 18	2	↔	-	07 Nov 13
2	Ditton CEJ School	PRI	LA	Tonbridge & Malling	8 - Good	06 Nov 18	2	↔	-	08 Jan 15
2	North West Kent Alternative Provision Service	PRU	LA	Dartford	8 - Monitoring	06 Nov 18	Taking effective action		-	03 Oct 17
2	West Kingsdown CEP School	PRI	LA	Sevenoaks	5	13 Nov 18	2	↑	-	02 May 18
2	Astor College for the Arts Academy	Sec	ACA	Dover	8 - Monitoring	13 Nov 18	3	↔	-	20 Sep 17
2	Park Way Primary School	PRI	LA	Maidstone	8 - Good	13 Nov 18	2	↔	-	15 Jan 15
2	Halfway Houses Primary School	PRI	ACA	Swale	8 - Good	13 Nov 18	2	↔	-	29 Apr 15
2	Horizon Primary Academy	PRI	ACA	Sevenoaks	5	14 Nov 18	2	↔	-	07 Feb 18
2	The Maplesden Noakes School	Sec	ACA	Maidstone	8 - Good	14 Nov 18	2	↔	-	25 Sep 13
2	Brenchley and Matfield CEP School	PRI	ACA	Tunbridge Wells	8 - Good	15 Nov 18	2	↑	-	29 Nov 13
2	Priory Fields Academy	PRI	ACA	Dover	8 - Monitoring	20 Nov 18	2	↔	-	21 Jun 13
2	Archbishop Courtenay Primary School	PRI	ACA	Maidstone	8 - Monitoring	20 Nov 18	Taking effective action		-	14 Jun 17
2	Minster in Sheppey Primary School	PRI	ACA	Swale	8	22 Nov 18	2	↔	-	04 Dec 12

2	Burham CEP School	PRI	LA	Tonbridge & Malling	8 - Good	05 Dec 18	Report not published		-	02 Oct 14
2	Barton Junior Academy	PRI	ACA	Dover	8 - Good	05 Dec 18	Report not published		-	09 Oct 14

Previous Result (1,2,3,4)
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2

From: Ben Watts, General Counsel

To: Children's, Young People and Education Cabinet Committee –
11 January 2019

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"> 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 	Louise Dench	November 2018 mtg
<ul style="list-style-type: none"> Children and Young People's Mental Health Services (Key Decision?) 	Roger Gough, Stuart Collins, Karen Sharp, Louise Dench	
<ul style="list-style-type: none"> Closing the gap for Vulnerable Learners and Pupil Premium 	Matt Dunkley at CYPE agenda setting on 17 Oct 2018	
<ul style="list-style-type: none"> Review of district governance structures for 0-19 (and up to 25) non-statutory Children's Services – Final Advice/Decision 	Matt Dunkley/Roger Gough at CYPE CC in Sept 2018	
<ul style="list-style-type: none"> Skills and Employability Update 	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"> Co-ordinated Primary and Secondary Scheme of Admissions 		
<ul style="list-style-type: none"> Draft 2019-20 Budget and 2019-21 Medium Term Financial Plan 		
<ul style="list-style-type: none"> Performance Scorecard 	Standard item	
<ul style="list-style-type: none"> Ofsted Update 	Standard item	
<ul style="list-style-type: none"> Work Programme 2019/20 	Standard item	
Thursday 28 March 2019		
Item:	Requested by/when:	Deferred?
<ul style="list-style-type: none"> CYPE Directorate Business Plan 2019-2020 		
<ul style="list-style-type: none"> SACRE Annual Report 		
<ul style="list-style-type: none"> Annual monitoring review of the Vulnerable Learners Strategy 		

• Post 16 Transport Policy		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Tuesday 7 May 2019

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Friday 28 June 2019

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Tuesday 1 October 2019

Item:	Requested by/when:	Deferred?
• Complaints and Representations 2018-19		
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Friday 15 November 2019

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	

• Work Programme 2019/20	Standard item	
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Friday 10 January 2020

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Wednesday 11 March 2020

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

Tuesday 5 May 2020

Item:	Requested by/when:	Deferred?
• Performance Scorecard	Standard item	
• Ofsted Update	Standard item	
• Work Programme 2019/20	Standard item	

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