

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

Wednesday, 30th June, 2021

10.00 am

Online





AGENDA

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE

Wednesday, 30 June 2021 at 10.00 am
Online

Ask for: **Emily Kennedy**
Telephone: **03000 419625**

Membership

Conservative	Mr M C Dance (Chairman), Mr D Beaney, Mr C Beart, Ms B Bruneau, Mr G Cooke, Mr D Crow-Brown, Mr M Dendor, Ms S Hamilton, Mr R C Love, OBE, Mr S C Manion and Ms M McArthur
Liberal Democrat	Mrs T Dean, MBE
Labour	Dr L Sullivan
Church Representatives	Mr M Reidy, Mr J Constanti and Mr Q Roper

UNRESTRICTED ITEMS

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

- 1 Introduction/Webcast announcement
- 2 Apologies and Substitutes
- 3 Election of Vice Chair
- 4 Declarations of Interest
- 5 Minutes of the meeting held on 9 March 2021 (Pages 1 - 12)
- 6 Minutes of the meeting held on 27 May 2021 (Pages 13 - 14)
- 7 Verbal Update by Cabinet Members
- 8 Performance Monitoring (Pages 15 - 72)
- 9 Review of the Commissioning Plan for Education Provision in Kent 2021-25 (Pages 73 - 86)
- 10 21/00049 - Non-Maintained and Independent Special School Commissioning Strategy (Pages 87 - 102)

- 11 21/00052 - Increasing capacity within The Education Programme to fulfil SENs (Special Educational Needs Service) responsibilities for tuition when required (Pages 103 - 116)
- 12 21/00053 - SEN Therapies Commissioning Strategy (Pages 117 - 128)
- 13 21/00054 - School Term Dates 2022-23 (Pages 129 - 140)
- 14 21/00058 - Updated 2021-22 and 2022-23 Admissions Arrangements for Community and Voluntary Controlled schools (Pages 141 - 240)

School Expansions/Alterations

- 15 21/00057 - Proposal to expand school sports facilities on the Wildernesse Campus (Pages 241 - 252)
- 16 Reconnect Programme Update (Pages 253 - 268)
- 17 Work Programme (Pages 269 - 270)

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

Tuesday, 22 June 2021

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 Online on Tuesday, 9th March, 2021.

PRESENT: Mrs L Game (Chairman), Mrs A D Allen, MBE, Mr M J Angell, Mr D L Brazier, Mrs P T Cole, Mr G Cooke, Mrs T Dean, MBE, Ms S Hamilton, Mr R C Love, OBE, Mr S C Manion and Dr L Sullivan

Co-optees: Mr M Reidy

UNRESTRICTED ITEMS

235. Apologies and Substitutes
(Item 2)

Apologies for absence were received from Mr Brazier, Mrs Linfield and Mr Murphy.

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

Dr Sullivan declared an interest as her husband worked as an Early Help Worker for Kent County Council.

237. Minutes of the meeting held on 15 January 2021
(Item 4)

RESOLVED that the minutes of the meeting of the Children's, Young People and Education Cabinet Committee held on 15 January 2021 were correctly recorded and that they be signed by the Chairman.

238. 20/00102 - Community Support Services for Disabled Children & Young People
(Item 5)

Christy Holden (Head of Strategic Commissioning – Children's) and Mark Walker (Director of SEND) were in attendance for this item.

- 1) Ms Holden introduced the report regarding community support services for disabled children and young people.
- 2) In response to questions from Members, it was noted:
 - Statutory services were provided for people who needed care or support at home and there would be no change in service provision. Around 80% of service providers were shared between Children's and Adults' Services and the changes would be around the procurement and contract processes.

- If families felt that support was not meeting their needs, they were able to ask for a review from a social worker and support packages were reviewed on a regular basis.
- Services were provided up to the age of 25, supporting service users with the transition into adulthood.

3) RESOLVED to note the report.

239. 21/00012 - Post 16 Transport Policy 2021-22
(Item 6)

Craig Chapman (Interim Head of Fair Access) and David Adams (Interim Director for Education) were in attendance for this item.

1) Mr Chapman introduced the report and it was noted that as the public consultation on the Post 16 Transport Policy 2021-22 had not been concluded at the time of the agenda publication, additional responses had been received and these would be circulated to Members.

2) In response to questions, it was noted:

- Regarding the operational process of 16 Plus Travel Saver Card or free school transport, evidence for fair access was provided from multiple sources and there was a flexible approach.
- It was best practice that extenuating circumstances be taken into account when applying the policy. Where all other options had been exhausted, additional support could be provided where a travel pass would not be suitable to meet the needs of post-16 child, in the same way as transport would be provided for a pre-16 child.

3) RESOLVED to note the report.

240. 21/00018 - Proposed Revision of Rates Payable and Charges Levied by Kent County Council for Children's Social Care Services in 2021-22
(Item 7)

Karen Stone (Revenue Finance Manager) and Sarah Hammond (Director Integrated Children's Services) were in attendance for this item.

1) Ms Stone introduced the report and it was noted that KCC's maintenance rate for foster carers is based on the Department for Education's published rate and at the time of agenda publication, it had not been published. Members were advised that there was no update from Department of Education.

2) Members acknowledged the valued and important work of foster carers. It was noted that the rate increase for 2021-22 was in line with the proposed increase for KCC staff pay award.

3) RESOLVED to note the report.

241. 21/00019 - SEND Strategy 2021-2024
(Item 8)

Mark Walker (Interim Director of SEND) and Matt Dunkley (Corporate Director for CYPE) were in attendance for this item.

1) Mrs Chandler introduced the report and said that the strategy and consultation responses had been illustrative of the huge amount of work and progress that had been made on the Written Statement of Action. In particular, the consultation responses from parents and carers had demonstrated the progress that had been made in co-production and communication.

2) In response to questions, it was noted:

- It was requested that there be a yearly report of spending in relation to the strategy.
- It had been acknowledged that changes since 2014 had made the system unsustainable on a national level, with higher numbers of children being identified as requiring additional support. The system had encouraged high levels of expenditure and during this period, many parents were raising concerns about mainstream schools not being able to meet the needs of their children. This issue was creating funding deficits for local authorities across the country. There would need to be a settlement for high needs funding deficit as it would not be possible to pay off the deficit and stay within the prescribed funding formula.
- Schools would need to feel equipped and become confident in meeting a higher proportion of children's needs. The effect of this change would be that parents would feel that their children's needs were met without an ECHP or without seeking a diagnosis. There would be a change from the use of medicalised model to a social model of meeting children's needs.
- It was envisaged that the backlog of ECHP assessments would be cleared in around 2 months.

3) RESOLVED to note the report.

242. 21/00023 - Extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA)
(Item 9)

Christy Holden Christy Holden (Head of Strategic Commissioning – Children's) and Sholeh Soleimanifar (Commissioner) were in attendance for this item.

1) Ms Holden introduced the report regarding the extension of the Specialist Teaching and Learning Service (STLS) Service Level Agreement (SLA).

2) In response to questions from Members, it was noted:

- A minor change was proposed to the KPIs to inform the review of the services over the next 12 months and professional stakeholders were in agreement. The KPIs were too broad and the new KPIs were being developed with schools and other settings to make them more meaningful and pertinent.

- It was proposed that that an update be provided to the Cabinet Committee.

3) RESOLVED to note the report.

243. Risk Management: Children, Young People and Education

(Item 10)

Jody Catterall (Risk Manager, Mark Walker (Director - SEND) and Matt Dunkley (Corporate Director – CYPE) were in attendance for this item.

1) Ms Catterall introduced the report and it was noted that the report gave an overall view of key strategic risks and probability of risks.

2) In response to questions, it was noted:

- It was anticipated that numbers of referrals for Children’s Social Services would increase during the year. There had been a drop in families being referred due to the impact of pandemic, as children had not been seen by schools, health visitors and GPs.
- There had been a move away from sending documents via open access programmes and in the post due to risks around data security. Digital encrypted documents and virtual meetings had helped to protect confidential information.
- There were formal quarterly updates to the risk register but work was done with directorate management teams to review in between quarterly updates.
- It was requested that officers presenting reports to the Cabinet Committee link to the risk register.
- The redirection of services, where preventative services staff had been redeployed to work in tier 3 and 4 services would be reviewed.

3) RESOLVED to note the report.

244. SACRE Report

(Item 11)

1) Mr Manion (Chairman of SACRE) introduced the report. He expressed his to officers for their involvement in supporting SACRE meetings and thanked Members for their participation.

2) RESOLVED that the report be noted.

School Expansions

245. 21/00016 - Proposed temporary expansion of Mascalls Academy

(Item 12)

Nick Abrahams (Area Education Officer - West Kent) was in attendance for this item.

- 1) Mr Abrahams introduced the report.
- 2) In response to questions from Members, it was noted:
 - The extension was temporary due to the forecast anticipating that the intake for September 2022 and September 2023 would be larger. These were anticipated to be 'bulge' years. It was not expected that the temporary expansion would require transport mitigations.
- 3) RESOLVED to note the report.

246. 21/00015 - Lunsford and Birchington School Roofs
(Item 13)

Nick Abrahams (Area Education Officer - West Kent) and Marisa White (Area Education Officer – East Kent) were in attendance for this item.

- 1) Mr Abrahams introduced the report.
- 2) In response to questions from Members, it was noted:
 - Lunsford School was a small school with one building and would need to be vacated during the repairs. A modular provision with fencing was being put in place.
 - Birchington School would need to be partially vacated and the school was involved with plans for temporary accommodation being put into place on the school fields.
- 3) RESOLVED to note the report.

247. 21/00014 - Chilmington Green Secondary School Provision
(Item 14)

RESOLVED to note the report.

248. 21/00020 - The Towers School - addition of year 7 places
(Item 15)

RESOLVED to note the report.

249. 21/00017- Proposal to establish a 16 place Specialist Resourced Provision (SRP) for ASD at Garlinge Primary School & Nursery from September 2021
(Item 16)

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

- 1) Ms White introduced the report and advised that there had been a delay due to feasibility work to find the best option for the accommodation on site.
- 2) In response to questions from Members, it was noted:

- The school was happy with the accommodation for the Specialist Resourced Provision for ASD.

3) RESOLVED to note the report.

250. 21/00025 - Proposed Expansion of Invicta Grammar School, Huntsman Lane, Maidstone, Kent, ME14 5DS
(Item 18)

RESOLVED to note the report.

251. Complaints Annual Report 2019-20
(Item 19)

Claire Thomson (Complaints Officer) was in attendance for this item.

1) Ms Thomson introduced the report.

2) In response to questions from Members, it was noted:

- Themes arising from complaints received were linked into practice development for Integrated Children's Services.
- SEN complaint findings were reviewed and taken forward as part of the improvement plan.

3) RESOLVED to note the report.

252. Local Government and Social Care Ombudsman Public Report
(Item 20)

Claire Thomson (Complaints Officer), Sarah Hammond (Director – Integrated Children's Services) and Matt Dunkley (Corporate Director - CYPE) were in attendance for this item.

1) Mr Dunkley introduced the report.

2) In response to questions from Members, it was noted:

- KCC would usually accept findings and recommendations from the Local Government and Social Care Ombudsman. It was noted that KCC had disagreed with findings in relation to a complaint made by a parent.
- KCC had disagreed with the Ombudsman's interpretation of the 1989 Children's Act. The first strategy meeting should have taken place in the London borough where the incident was alleged to have happened. However, the LGO had found that KCC should have held the first strategy meeting following being informed of the allegations.
- There had also been disagreement regarding what services should have been provided to the child by request of the parent.
- KCC was liaising with the LGO regarding 'cross-border' cases and the parameters of an audit requested by the LGO.

- Further action was being taken from the Department for Education to clarify practice for local authorities.
- The LGO had also criticised KCC's use of the statutory complaint process. Assessments were undertaken on all new complaints received to ensure the most appropriate complaints procedure was used, on this occasion the Ombudsman disagreed with the decision taken.
- The complaint had highlighted a delay in following up movement of information to a London borough and a process had been put in place moving forward.

3) RESOLVED to note the report.

253. Performance Scorecard

(Item 21)

Katherine Atkinson (Assistant Director of Management Information and Intelligence) was in attendance for this item.

- 1) Ms Atkinson introduced the Performance Monitoring scorecard and reported that indicators relating to Integrated Children's Services had all remained green and amber, which showed that performance had not declined due to the pandemic.
- 2) Performance relating to Early Help Assessments had improved from the previous year and was RAG-rated green.
- 3) There had continued to be challenges around the issuing of Education, Care and Health Plans due to an unprecedented increase in demand. However, additional resource had been put in and work had continued clearing the backlog of assessments.
- 4) The target percentage of 100% of children and young people being offered a home visit within 10 school days of the Local Authority being informed of them being electively home educated had not been met but performance was at 93%.
- 5) Some indicators were 'greyed out' on the report because the data was not available due to the impact of the pandemic.
- 6) In response to questions and comments from Members, it was noted:
 - Schools have digital reporting routes for informing KCC when a child has gone 'off-roll', is missing education or has become electively home educated. The information is shared with the relevant team(s) in KCC and followed up, as appropriate.
 - Concerns were raised about numbers of new entrants into the youth justice system. An increase in young people in custody had related to a single serious incident and therefore, did not constitute a trend across Kent.
 - Members of the public and specialist services such as Kent Police had continued to make referrals to Early Help and Children's Social

Services but there were less referrals from universal settings such as schools.

7) RESOLVED to note the report.

254. Education Endowment Foundation - Effective Kent Project
(Item 22)

Michelle Stanley (Education Lead Advisor) was in attendance for this item.

1) Ms Stanley introduced the report.

2) In response to questions from Members, it was noted:

- The offer from the project was very broad and the aim of the project was to encourage schools to use evidence when dealing with problems to make good decisions to support children.

3) RESOLVED to note the report.

255. Verbal Update by Cabinet Member and Corporate Director
(Item 23)

1) Mr Long (Cabinet Member for Education and Skills) said on 8 March 2021, schools and colleges re-opened to all pupils with asymptomatic Covid-19 testing in place. Students in secondary school settings were to take three Covid-19 tests as they returned to the classroom at existing school testing facilities and following the initial programme of three tests in school which was carried out by the student but supervised by an adult, students were to be provided with two rapid tests to use each week at home. Staff in secondary schools were also to be supplied with test kits to self-swab and test themselves twice a week at home. The latest stance from Public Health England was that whilst it was preferable for students to have both the throat and nasal swabbing, one form of testing was better than none and this could only be carried out with parental consent. Thanks were given to schools that had fully opened and thanks were given to the community testing centres who had helped to speed up the return of students into classroom settings.

The Government had announced that GCSE, AS and A Level exams would not be going ahead as planned in the summer. Students were to instead receive grades determined by teachers, with pupils only assessed on what they had been taught and not what they may have missed. This would help to ensure that students could progress to the next stage of their education or careers and not be disadvantaged by the disruption of last year. Whilst there was much work yet to be done to mitigate increased teacher workloads, an influx of appeals and grade inflation, KCC supported the stance taken by government to avoid a repeat of the issues faced last year whereby students' grades were calculated by the Ofqual algorithm. The news was welcomed and it was felt it provided sufficient time to get processes in place ahead of the exam season.

National Offer day was on 1 March. A total of 22,264 parents/ carers (18,273 from Kent) applied for a place for their child in a Kent school for September 2021, which was an additional 594 applications when compared to 2020. Despite this, 95.38% of Kent families (17,428) were offered a place at one of the schools they selected.

As parents/carers selected their six schools before knowing their child's Kent Test results, many named first preferences their child did not end up being eligible for and therefore it was expected that the number of pupils offered a place at their first preference school – 12,736 pupils (69.7% of the Kent cohort) – would be significantly lower than last year's 77.65%. However, a total of 2,577 children (14.1% of the Kent cohort) were to be offered a place at the school they put as their second preference, up from 11.68% last year.

- Parents/carers had until Monday, 15 March 2021 to accept or refuse their offer and return waiting list forms.
- Parents/carers had to lodge any appeals for their named schools by Friday, 26 March in order for them to be heard on time.
- KCC was to reallocate places from schools' waiting lists sending out a second round of offers on Wednesday, 21 April.
- After Wednesday, 21 April, schools were to maintain their own waiting lists and parents/carers can apply to schools direct to ask to be placed on the waiting list.

KCC staff members were ready to speak to parents and carers to answer any questions as well as offer information, advice and support.

Thanks were given to teachers and support staff for going above and beyond to continue to educate and support Kent's children and young people in extremely challenging circumstances. Praise was also given to pupils who embraced remote learning and parents and carers who had supported their sons and daughters with home-schooling, many while working from home themselves.

In line with the work that was being done around the Reconnect Programme, the government had also announced that there would be a £700m funding package allocated to schools to put on classes and wellbeing sessions during the summer holidays. Mr Long said he very much looked forward to the prospect of working with schools to review ways in which this money could be best utilised to develop the universal offer to children and young people across Kent as part of the Reconnect programme and reporting back to Members on its progress.

In response to questions, it was noted:

- With few exceptions, most schools in Kent accepted the Kent Test for admissions for selective education and children only had to sit one test.
- The Department for Education had not indicated what would happen in 2022.

2) Mrs Chandler (Cabinet Member for Integrated Children's Services) said she was honoured to be a part of the Spirit of Try Angle Awards ceremony which was to take place virtually on 12 March. The Try Angle Awards, which were in their 26th year, recognised and rewarded the outstanding efforts and achievements of young people and groups who tried their best whether at school, work, college, in business or in their wider community across Kent, often with little recognition and in difficult circumstances. The awards would go to those who had been nominated under the eight categories, including: Art, Music, Sport, community action, courage, personal development, positive intervention and good friends and young carers. This year had been exceptionally difficult for children and young people who had faced additional challenges since the outbreak of Covid-19, Mrs Chandler was to be present at the award ceremony, on behalf of KCC which recognises and applauds their perseverance, excellence, and exceptional achievements.

At Budget County Council, it was mentioned that a comprehensive programme was being developed which addressed the broad range of measures that KCC were putting in place to help all children and young people in Kent recover from the effects of the Covid pandemic. The programme had been developed in recognition that every child and young person had lost something as a result of the pandemic and KCC were working with schools, colleges and settings to ensure that all our children and young people were a priority over the next 12 to 18 months moving forward and out of lockdown. The broad aim of the Reconnect Programme was to help all Kent Children and Young People Reconnect to, Health and happiness, economic wellbeing, sports activities and the outdoors, missed learning, family, friends and community. The programme was likely to be organised under these workstreams and would pull on a broad community base, businesses and partner buy-ins across Kent to help develop a fantastic range of activities. An outline report of the proposals was to be presented to Cabinet on 15 March and Members would be updated as this work progressed.

Between 20 November and 18 December 2020, local authorities were invited to submit applications for funding to support them with costs incurred as a result of caring for unaccompanied asylum-seeking children and former unaccompanied asylum-seeking children who are now care leavers during the COVID-19 pandemic.

Submissions had been assessed and on 26 February KCC received confirmation from the Department for Education that it had been successful in securing £794,333 from the governments Covid-19 fund.

With regard to UAS numbers, there had been a slow and steady rise in new arrivals since the start of the new year. There had also been a trickle of transfers out of Kent and work was continuing with the Home Office to try to ensure that any potential upsurge in UASC arrivals did not result in KCC being unable to safely accept them again. In addition, in accordance with our commitment to the Council, Oakwood House had been vacated and had been returned to the Council's use.

The Annual Report of the Kent Safeguarding Children Multi-Agency Partnership was pending imminent publication.

3) Mr Dunkley (Corporate Director – Children, Young People and Education) said thank you to all staff in CYPE and in schools for their response to the pandemic and continued efforts.

A one year funding settlement from central government was imminent and there would be a new comprehensive spending review, which would be an interesting budget challenge. The budget for 2022-23 was anticipated to be predicated on the CSR settlement. There were major reviews in all areas of work including all social care services and special educational needs.

In response to a question regarding funding of the Re-Connect programme, work was being done to amalgamate the additional funding relating to Covid-19, contributions were being sought from partners and to look at what underspends could be used towards the activities.

256. Work Programme
(Item 24)

RESOLVED that the Work Programme for 2020/21 be noted.

257. Dates 2021-22
(Item 25)

Members agreed to note the proposed meeting dates for 2021-22.

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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 Mote Hall Leisure Centre, Maidstone, Kent, ME15 7RN on Thursday, 27th May, 2021.

PRESENT: Mr D Beaney, Mr C Beart, Mr A Brady, Ms B Bruneau, Mr G Cooke, Mr D Crow-Brown, Mr M C Dance, Mrs T Dean, MBE, Mr M Dendor, Ms S Hamilton, Lehmann, Mr R C Love, OBE, Mr S C Manion, Ms M McArthur and Dr L Sullivan

UNRESTRICTED ITEMS

258. Election of Chair
(Item 3)

It was proposed and seconded that Mr Dance be elected Chairman of the Committee.

RESOLVED that Mr Dance be elected Chairman of the Committee.

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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

March 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 24th May 2021



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Guidance Notes

Notes: Please note that there is no 2019-20 Education attainment or absence data due to the impact of Coronavirus (COVID-19) and there are no plans for 2020-21 data to be published. Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard. Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

N/A	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145

MIEducation&WiderEH@kent.gov.uk
MIIntensiveEH&SocialCare@kent.gov.uk

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
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance 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

as at Jan 2021




129,146 pupils in 459 primary schools
 22.2 % with free school meals (17.7%)

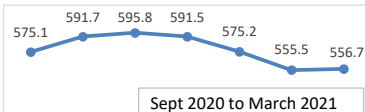
107,586 pupils in 101 secondary schools
 17.3 % with free school meals (15.9%)

5,196 pupils in 24 special schools
 41.2 % with free school meals (39.9%)

as at Mar 2021




Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Month	Rate
Sept 2020	575.1
Oct 2020	591.7
Nov 2020	595.8
Dec 2020	591.5
Jan 2021	575.2
Feb 2021	555.5
Mar 2021	556.7

Sept 2020 to March 2021


as at Mar 2021



Open cases

Intensive Early Help	2,646 (Families)
Open Social Work Cases	11,327
<i>Including:</i>	
• Child Protection	1,199
• Children in Care	1,650
• Care Leavers	2,021


as at Mar 2021



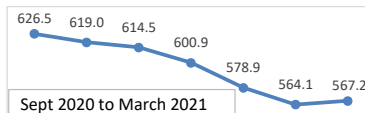
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Mar 2021




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)



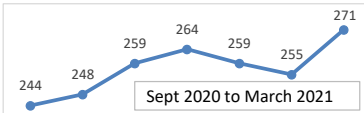
Month	Rate
Sept 2020	626.5
Oct 2020	619.0
Nov 2020	614.5
Dec 2020	600.9
Jan 2021	578.9
Feb 2021	564.1
Mar 2021	567.2

Sept 2020 to March 2021

as at Mar 2021




Number of First Time Entrants into the Youth Justice system



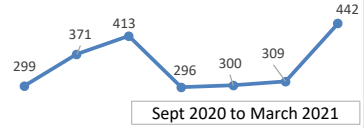
Month	Number
Sept 2020	244
Oct 2020	248
Nov 2020	259
Dec 2020	264
Jan 2021	259
Feb 2021	255
Mar 2021	271

Sept 2020 to March 2021

as at Mar 2021




Requests for SEND statutory assessment



Month	Requests
Sept 2020	299
Oct 2020	371
Nov 2020	413
Dec 2020	296
Jan 2021	300
Feb 2021	309
Mar 2021	442

Sept 2020 to March 2021


as at Mar 2021



Activity at the Front Door (children)

Total contacts	7,399
Number resolved at FD	3,374
Number to CSWS	1,910
Number to EH Units	1,432

Open Access Indicators



To be added in 2021

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st March 2021, except for EY Providers, which is as at 31st August 2020
- Free School Meal averages are as at January 2020 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.7	29.5	29.1	29.0	29.0	28.8	28.0	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.7	93.9	93.8	93.7	94.2	93.6	92.3	↓	90.0	GREEN	92.4	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	24.1	23.3	24.1	23.3	23.5	22.6	22.4	↑	20.0	GREEN	22.5	20.0	GREEN	23.4	21.9	
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	✓	70.4	70.9	70.5	71.3	70.9	68.7	67.2	↓	70.0	AMBER	71.0	70.0	GREEN	60	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	80.1	79.8	80.3	80.2	80.5	79.8	79.3	↓	85.0	AMBER	78.5	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	312.7	315.1	304.6	305.7	316.5	325.7	315.7	↑	426.0	GREEN	336.7	426.0	GREEN	N/A	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	61.1	61.7	61.6	61.6	60.5	60.5	59.9	↓	65.0	AMBER	61.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.1	81.1	81.2	81.2	80.3	80.3	80.1	↓	80.0	GREEN	81.4	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	93.0	92.8	93.9	93.5	92.9	91.8	92.5	↑	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.5	14.0	14.1	13.8	14.2	13.7	13.5	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.7	19.5	20.2	20.7	20.2	20.0	21.0	↓	18.0	AMBER	21.2	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.0	25.2	25.2	26.0	26.7	27.5	28.1	↓	25.0	AMBER	23.0	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		66.8	67.1	69.1	71.4	74.4	76.3	78.4	↑	70.0	GREEN	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.1	73.1	75.2	75.2	73.1	73.1	72.3	↓	80.0	AMBER	80.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.1	15.0	14.9	14.9	14.5	14.0	13.6	↑	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.0	14.1	14.3	14.0	13.2	13.2	13.1	↑	15.0	GREEN	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2020	England & Wales as at Jan 2020	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.8	35.7	36.2	35.7	↓	38.4	GREEN	34.8	35	GREEN	36.8	38.4		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21								SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	31.3	31.1	30.5	31.1	31.1	32.2	32.7	↑	60	RED	28.7	40	RED	58.5	60.4	Yes	
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.1	2.2	2.6	2.7	3.1	3.2	3.2	↓	2.4	AMBER	3.3	2.6	AMBER	2.4	2.7	Yes	
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.2	8.3	8.1	8.0	8.0	7.9	7.7	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		11	11	10	8	2	2	1	↑	8	GREEN	12	9	AMBER	N/A	N/A	Yes	
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		13	12	11	11	6	3	1	↑	27	GREEN	12	30	GREEN	N/A	N/A	Yes	
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.9	90.2	86.8	87.2	87.6	86.6	88.8	↑	90	AMBER	87.3	90	AMBER	N/A	N/A		
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		94.7	93.8	93.2	93.6	93.4	92.9	93.5	↑	100	RED	96.3	100	RED	N/A	N/A		

Please note that there is no 2019-20 or any planned 2020-21 Education attainment or absence data due to the impact of Coronavirus (COVID-19)														
Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		72.8	74.4	69.8	73	RED	↓	70	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	74.0	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	N/A	33	N/A	N/A	34	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.4	3.8	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	89.3	88.3	91	AMBER	↓	90	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	79.0	77.7	76	GREEN	↓	77	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	9.2	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:
Children's Social Care

AMBER: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 28.0% for March 21 and has remained above the Target of 25.0% this reporting year. The rates of referrals have been decreasing and for the rolling 3-months to March 2021 was 25.9%. This compares to the latest published information for the England average of 22.6%, 23.9% for Kent's Statistical Neighbours and 26.0% for the South East (all comparative rates are for 2019/20 performance). As the rates of re-referrals for the year were higher than anticipated a separate piece of work has been commissioned to analyse the re-referral data and to undertake targeted case file audits.

AMBER: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 67.2%. Performance has been below target for the last 2 months but remains above the latest published the average for Kent's Statistical Neighbours of 64.7% and the average for the South East of 65.0%. It is now slightly below the England average of 68.0% (comparative data is for 2019/20).

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.3% which is below the target of 85.0%. Year-to-date performance has averaged 80.0% so has remained very static. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement and there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 59.9%. Performance for this measure this year has averaged 61.0% so has remained fairly static.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 21 cases, which is above the target caseload of no more than 18 children/young people.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 92.3% which exceeds the target of 90.0%

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.4% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 21.9%, Statistical Neighbours 22.7% and the South East 23.4% (2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 316 days, which remains significantly below the nationally set target of 426 days.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 80.1%, just above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.5%, remaining significantly above the target of 85.0% (which is based on the national average for Agency Social Workers of 15%)

GREEN: The average caseloads in the Children in Care (CIC) Teams is 13.5 cases, remaining below the target caseload of no more than 15 children/young people.

Intensive Early Help

AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 28.1%, which is above the target of 25.0% and an increase from the 25.0% performance in September 2020. Work to review the re-referrals to EH Units is being undertaken alongside an analysis of re-referrals for Children's Social Care teams.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 72.3% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in March 2021 was 78.4%, above the target of 70.0%. The improvement in the year-to-date, which started from a performance level in April of 58.0%, have been aided by a new performance reporting tool giving managers clear oversight and improved ability to track progress.

GREEN: The Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.6%, below the Target of 15.0%

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: Based on the rolling 12-month average, 32.7% of EHCs were issued within 20 weeks (772 out of 2,363). In the single month of March this increased to 40.3% with 177 of plans out of 439 being issued within timescale. This percentage increase is in the context of an overall increase in the number of EHC plans issued each month. This is the result of using an outside contractor to draft EHC plans where assessments have extended beyond 20 weeks (those in the 'backlog') and an increase in the number of SEN Assessment and Placement Officers (Interim positions) who issue the draft and final EHC plans.

RED: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention at 93.5% remains below the target of 100%

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) is a seasonally impacted indicator increasing over the Summer months. In the month of March, it was 3.2%, worse than the target of 2.4% but broadly in line with the performance for the same time last year (3.4%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2019/20 was 3.3%, below our target and in the fourth quintile (second from bottom) of all LAs.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 88.8% is just below the target of 90%. Despite the COVID pandemic and the limitations the team have experienced, they have managed to sustain the service, tracing high numbers of children and young people and returning them to education.

GREEN: One primary aged pupil was permanently excluded from school during the last 12 months, fewer than the target (of 8). Exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

GREEN: The number of permanent exclusions from secondary schools is also just one pupil well below the target of 27. The reduction is due to the Covid-19 pandemic. 'National Lockdown 1.0' school closures resulted in 34 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 23 March 2020 to 31 May 2020. Select 'primary' and 'secondary' year groups returned to school from 01 June 2020 and 15 June 2020 respectively. 'National Lockdown 3.0' school closures resulted in 39 school days lost to all pupils with exception to 'Key worker' and 'vulnerable' children from 05 January 2021 to 05 March 2021.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		75.1	74.0		75			76			Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21		20			19			Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1		23			22			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50		48			47			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74		71			70			
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68		69			70			
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23		20			19			Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7		29			28			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50		48			47			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69		64			63			
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0		0.2			0.2			
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9		-0.7			-0.6			Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8		-0.7			-0.6			
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4		-1.0			-0.9			
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3		-3.7			-3.6			
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3		0.3			0.3			
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7		-0.6			-0.5			Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8		-0.7			-0.6			
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7		-1.5			-1.4			
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1		-3.9			-3.8			
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4		0.1			0.2			
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7		-0.7			-0.6			Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5		-0.7			-0.6			
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9		-1.5			-1.4			
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0		-3.7			-3.6			

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4		48.5			49.0			Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1		13.5			13.0			Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7		23.5			23.0			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8		14.5			14.0			
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9		35.5			35.0			
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12		-0.01			0.00			
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86		-0.40			-0.35			Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58		-0.70			-0.60			
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68		-0.40			-0.35			
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45		-1.00			-0.95			

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE11	Number of Secondary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE12	Number of Special Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of March 2021	April 2021
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of March 2021	April 2021
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 end of March 2021	April 2021
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Mar 2021	April 2021
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Mar 2021	April 2021
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Mar 2021	April 2021
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Mar 2021	April 2021
EH02-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of March 2021	April 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Children in Care	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of March 2021	April 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to March 2021	April 2021
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to March 2021	April 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to March 2021	April 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to March 2021	April 2021
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 March 2021	April 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at March 2021	April 2021
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to March 2021	April 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to March 2021	April 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to March 2021	April 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at March 2021	April 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at March 2021	April 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at March 2021	April 2021
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at March 2021	April 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at March 2021	April 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2018 to Dec 2018 cohort	April 2021

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at March 2021	April 2021
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at March 2021	April 2021
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	Education Finance reporting	Snapshot as at March 2021	April 2021
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to March 2021	April 2021
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to March 2021	April 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to March 2021	April 2021
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to March 2021	April 2021
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 23rd December 2019	Dec 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 DfE published	Nov 2019
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
SEN10	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 2020	July 2020
CYP12	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
CYP13	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
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).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
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 (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH34	Number of First Time Entrants into 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).
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	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.
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
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH16	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
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.
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.
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.
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with statements of special educational needs
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.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include the offer of a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.

Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
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 & 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 & mathematics - FSM 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.
SISE12a	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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
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.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils 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 from secondary schools - all pupils 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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Children, Young People and Education Performance Management

Children, Young People and Education Directorate Scorecard

March 2021

Produced by: Management Information & Intelligence, KCC

Publication Date: 24th May 2021



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Guidance Notes

Notes: Please note that there is no 2019-20 Education attainment or absence data due to the impact of Coronavirus (COVID-19) and there are no plans for 2020-21 data to be published. Figures for indicator CYPE8 (Rate of proven re-offending by CYP) shown in red have not been published by the Ministry of Justice (MoJ) but are included for information in this scorecard. Please note that not all Children's Social Work indicators can be shown broken down by District for the associated CSWS team, as caseloads relating to these indicators are held by Area and Kent LA level teams. Cases included in a dataset are based on the Service working with the child and not the child's geographical residence. For new Teams/Services that are created within CSWS or EH, there will be no historical data shown initially, as it is only available from the point at which the new Team/Service begins.

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

N/A	Data not available
	Data to be supplied

Data in italics indicates previous reporting year

MANAGEMENT INFORMATION CONTACT DETAILS

Wendy Murray	03000 419417
Maureen Robinson	03000 417164
Matt Ashman	03000 417012
Chris Nunn	03000 417145

MIEducation&WiderEH@kent.gov.uk
MIIntensiveEH&SocialCare@kent.gov.uk

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
EY	Early Years Scorecard
NEET	NEET Monthly Scorecard
SEND	Special Educational Needs & Disabilities Scorecard
ICS	Intensive EH and CSWS Monthly Performance 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

as at Jan 2021




129,146 pupils in 459 primary schools
 22.2 % with free school meals (17.7%)

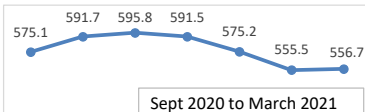
107,586 pupils in 101 secondary schools
 17.3 % with free school meals (15.9%)

5,196 pupils in 24 special schools
 41.2 % with free school meals (39.9%)

as at Mar 2021




Rate of Early Help Unit Referrals per 10,000 of the 0-17 population (inclusive, rolling 12 months)



Month	Rate
Sept 2020	575.1
Oct 2020	591.7
Nov 2020	595.8
Dec 2020	591.5
Jan 2021	575.2
Feb 2021	555.5
Mar 2021	556.7

Sept 2020 to March 2021


as at Mar 2021



Open cases

Intensive Early Help	2,646 (Families)
Open Social Work Cases	11,327
<i>Including:</i>	
• Child Protection	1,199
• Children in Care	1,650
• Care Leavers	2,021


as at Mar 2021



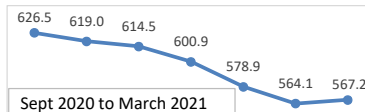
Ofsted good or outstanding

EY providers	97.8%	(96%)
Primary	94.1%	(88%)
Secondary	87.4%	(76%)
Special	90.9%	(90%)

as at Mar 2021




Rate of referrals to Children's Social Work Services per 10,000 of the 0-17 population (inclusive, rolling 12 months)



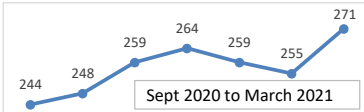
Month	Rate
Sept 2020	626.5
Oct 2020	619.0
Nov 2020	614.5
Dec 2020	600.9
Jan 2021	578.9
Feb 2021	564.1
Mar 2021	567.2

Sept 2020 to March 2021

as at Mar 2021




Number of First Time Entrants into the Youth Justice system



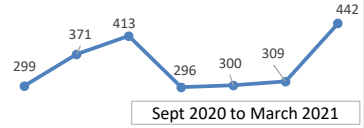
Month	Number
Sept 2020	244
Oct 2020	248
Nov 2020	259
Dec 2020	264
Jan 2021	259
Feb 2021	255
Mar 2021	271

Sept 2020 to March 2021

as at Mar 2021




Requests for SEND statutory assessment



Month	Requests
Sept 2020	299
Oct 2020	371
Nov 2020	413
Dec 2020	296
Jan 2021	300
Feb 2021	309
Mar 2021	442

Sept 2020 to March 2021


as at Mar 2021



Activity at the Front Door (children)

Total contacts	7,399
Number resolved at FD	3,374
Number to CSWS	1,910
Number to EH Units	1,432

Open Access Indicators



To be added in 2021

- Figures shown in brackets are National averages
- Ofsted National averages are as at 31st March 2021, except for EY Providers, which is as at 31st August 2020
- Free School Meal averages are as at January 2020 school census and based on state funded schools only

Directorate Scorecard - Kent KPIs

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.7	29.5	29.1	29.0	29.0	28.8	28.0	↑	25.0	AMBER	28.3	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.7	93.9	93.8	93.7	94.2	93.6	92.3	↓	90.0	GREEN	92.4	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	24.1	23.3	24.1	23.3	23.5	22.6	22.4	↑	20.0	GREEN	22.5	20.0	GREEN	23.4	21.9	
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	✓	70.4	70.9	70.5	71.3	70.9	68.7	67.2	↓	70.0	AMBER	71.0	70.0	GREEN	60	N/A	
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	80.1	79.8	80.3	80.2	80.5	79.8	79.3	↓	85.0	AMBER	78.5	85.0	AMBER	N/A	N/A	
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	312.7	315.1	304.6	305.7	316.5	325.7	315.7	↑	426.0	GREEN	336.7	426.0	GREEN	N/A	N/A	
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	61.1	61.7	61.6	61.6	60.5	60.5	59.9	↓	65.0	AMBER	61.6	65.0	AMBER	N/A	N/A	
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.1	81.1	81.2	81.2	80.3	80.3	80.1	↓	80.0	GREEN	81.4	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	93.0	92.8	93.9	93.5	92.9	91.8	92.5	↑	85.0	GREEN	87.5	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		14.5	14.0	14.1	13.8	14.2	13.7	13.5	↑	15.0	GREEN	14.1	15.0	GREEN	N/A	N/A	
SCS43	Average caseloads in the CSWT Teams	L	MS		19.7	19.5	20.2	20.7	20.2	20.0	21.0	↓	18.0	AMBER	21.2	18.0	AMBER	N/A	N/A	
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.0	25.2	25.2	26.0	26.7	27.5	28.1	↓	25.0	AMBER	23.0	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		66.8	67.1	69.1	71.4	74.4	76.3	78.4	↑	70.0	GREEN	58.9	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		73.1	73.1	75.2	75.2	73.1	73.1	72.3	↓	80.0	AMBER	80.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.1	15.0	14.9	14.9	14.5	14.0	13.6	↑	15.0	GREEN	16.4	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.0	14.1	14.3	14.0	13.2	13.2	13.1	↑	15.0	GREEN	14.3	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2020	England & Wales as at Jan 2020	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.8	35.7	36.2	35.7	↓	38.4	GREEN	34.8	35	GREEN	36.8	38.4		

Directorate Scorecard - Kent KPIs

Education Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	31.3	31.1	30.5	31.1	31.1	32.2	32.7	↑	60	RED	28.7	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.1	2.2	2.6	2.7	3.1	3.2	3.2	↓	2.4	AMBER	3.3	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.2	8.3	8.1	8.0	8.0	7.9	7.7	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		11	11	10	8	2	2	1	↑	8	GREEN	12	9	AMBER	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		13	12	11	11	6	3	1	↑	27	GREEN	12	30	GREEN	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		88.9	90.2	86.8	87.2	87.6	86.6	88.8	↑	90	AMBER	87.3	90	AMBER	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		94.7	93.8	93.2	93.6	93.4	92.9	93.5	↑	100	RED	96.3	100	RED	N/A	N/A	

****Please note that there is no 2019-20 or any planned 2020-21 Education attainment or absence data due to the impact of Coronavirus (COVID-19)****

Education Annual Indicators		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	A		72.8	74.4	69.8	73	RED	↓	70	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.1	74.0	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67	68	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		47.1	47.4	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.02	33.23	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		32.74	27.69	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.91	31.40	N/A	33	N/A	N/A	34	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.4	3.8	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		89.5	89.3	88.3	91	AMBER	↓	90	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		79.6	79.0	77.7	76	GREEN	↓	77	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	9.2	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.7	15.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

Directorate Scorecard - Kent KPIs

Education and Early Help targets have been reviewed as they were out of date. Many of the targets were set when new measures were introduced, without any trend or comparative data to support this process. Targets now take into account the national position, where this is available, and the year on year improvements seen to date, and seek to drive continuous improvement.

Commentary on Integrated Children's Services Indicators:
Children's Social Care

AMBER: The percentage re-referrals to Children's Social Work Services within 12 months of a previous referral was 28.0% for March 21 and has remained above the Target of 25.0% this reporting year. The rates of referrals have been decreasing and for the rolling 3-months to March 2021 was 25.9%. This compares to the latest published information for the England average of 22.6%, 23.9% for Kent's Statistical Neighbours and 26.0% for the South East (all comparative rates are for 2019/20 performance). As the rates of re-referrals for the year were higher than anticipated a separate piece of work has been commissioned to analyse the re-referral data and to undertake targeted case file audits.

AMBER: The percentage of Children in Care in same placement for the last two years (for those in care for two and a half years or more) is 67.2%. Performance has been below target for the last 2 months but remains above the latest published the average for Kent's Statistical Neighbours of 64.7% and the average for the South East of 65.0%. It is now slightly below the England average of 68.0% (comparative data is for 2019/20).

AMBER: The percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (excluding UASC) is 79.3% which is below the target of 85.0%. Year-to-date performance has averaged 80.0% so has remained very static. Information regarding the availability of in-house foster placements is continually reviewed to ensure that foster carer capacity is fully utilised and that children and young people are placed in the most suitable placement and there is a continued focus on recruiting and retaining Kent Foster Carers.

AMBER: The percentage of care leavers in education, employment or training (of those KCC is in touch with) is 59.9%. Performance for this measure this year has averaged 61.0% so has remained fairly static.

AMBER: The average caseload in the Children's Social Work Teams (CSWT) is 21 cases, which is above the target caseload of no more than 18 children/young people.

GREEN: Percentage of Returner Interviews completed for those with Children's Social Work Involvement is 92.3% which exceeds the target of 90.0%

GREEN: The percentage of children becoming subject to a child protection plan for the second or subsequent time is 22.4% which is within the target range of 17.5% - 22.5% and compares to average rates for England of 21.9%, Statistical Neighbours 22.7% and the South East 23.4% (2019/20).

GREEN: The average number of days between becoming a child in care and moving in with an adoptive family is 316 days, which remains significantly below the nationally set target of 426 days.

GREEN: The percentage of Children's Social Work Case File Audits graded good or outstanding is 80.1%, just above the 80.0% Target.

GREEN: The percentage of case holding posts filled by permanent qualified social workers is 92.5%, remaining significantly above the target of 85.0% (which is based on the national average for Agency Social Workers of 15%)

GREEN: The average caseloads in the Children in Care (CIC) Teams is 13.5 cases, remaining below the target caseload of no more than 15 children/young people.

Intensive Early Help

AMBER: The percentage of referrals to an Early Help Unit where a previous episode ended within 12 months is 28.1%, which is above the target of 25.0% and an increase from the 25.0% performance in September 2020. Work to review the re-referrals to EH Units is being undertaken alongside an analysis of re-referrals for Children's Social Care teams.

AMBER: The percentage of cases open to Intensive Early Help that were audited and graded as good or outstanding is 72.3% which is below the 80.0% target.

GREEN: The percentage of EH Assessments completed in the given month, within 6 weeks of allocation has continued to improve and in March 2021 was 78.4%, above the target of 70.0%. The improvement in the year-to-date, which started from a performance level in April of 58.0%, have been aided by a new performance reporting tool giving managers clear oversight and improved ability to track progress.

GREEN: The Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 months is 13.6%, below the Target of 15.0%

Commentary on Education Indicators:

The majority of education indicators are annual. Commentary has only been provided for indicators where new data has been published since the last scorecard was issued

RED: Based on the rolling 12-month average, 32.7% of EHCs were issued within 20 weeks (772 out of 2,363). In the single month of March this increased to 40.3% with 177 of plans out of 439 being issued within timescale. This percentage increase is in the context of an overall increase in the number of EHC plans issued each month. This is the result of using an outside contractor to draft EHC plans where assessments have extended beyond 20 weeks (those in the 'backlog') and an increase in the number of SEN Assessment and Placement Officers (Interim positions) who issue the draft and final EHC plans.

RED: The percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention at 93.5% remains below the target of 100%

AMBER: The Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) is a seasonally impacted indicator increasing over the Summer months. In the month of March, it was 3.2%, worse than the target of 2.4% but broadly in line with the performance for the same time last year (3.4%). However Local Authorities are judged by the DfE on the 3-month rolled figure (for December, January, and February) which in 2019/20 was 3.3%, below our target and in the fourth quintile (second from bottom) of all LAs.

AMBER: The percentage of Children Missing Education cases, closed within 30 school days, at 88.8% is just below the target of 90%. Despite the COVID pandemic and the limitations the team have experienced, they have managed to sustain the service, tracing high numbers of children and young people and returning them to education.

GREEN: One primary aged pupil was permanently excluded from school during the last 12 months, fewer than the target (of 8). Exclusions from Kent schools remain lower than the national figure (reported as a rate of the school population).

GREEN: The number of permanent exclusions from secondary schools is also just one pupil well below the target of 27. The reduction is due to the Covid-19 pandemic. 'National Lockdown 1.0' school closures resulted in 34 school days lost to all pupils with exception to 'key worker' and 'vulnerable' children from 23 March 2020 to 31 May 2020. Select 'primary' and 'secondary' year groups returned to school from 01 June 2020 and 15 June 2020 respectively. 'National Lockdown 3.0' school closures resulted in 39 school days lost to all pupils with exception to 'Key worker' and 'vulnerable' children from 05 January 2021 to 05 March 2021.

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Primary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19								
EY14	Percentage of pupils at EYFS achieving a Good Level of Development - all pupils	H	A		75.1	74.0		75			76			Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17	21		20			19			Yes
	Percentage of pupils at EYFS achieving a Good Level of Development - Kent CIC gap	L	A		46.8	24.1		23			22			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN Support gap	L	A		56	50		48			47			
	Percentage of pupils at EYFS achieving a Good Level of Development - SEN EHCP gap	L	A		76	74		71			70			
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - all pupils	H	A		67	68		69			70			
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		21	23		20			19			Yes
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - Kent CIC gap	L	A		33.0	30.7		29			28			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN Support gap	L	A		51	50		48			47			
	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - SEN EHCP gap	L	A		67	69		64			63			
	Progress score in Reading at KS2 - all pupils	H	A		0.0	0.0		0.2			0.2			
	Progress score in Reading at KS2 - FSM Eligible	H	A		-1.0	-0.9		-0.7			-0.6			Yes
	Progress score in Reading at KS2 - Kent CIC	H	A		-0.4	-0.8		-0.7			-0.6			
	Progress score in Reading at KS2 - SEN Support	H	A		-1.2	-1.4		-1.0			-0.9			
	Progress score in Reading at KS2 - SEN EHCP	H	A		-3.3	-4.3		-3.7			-3.6			
	Progress score in writing at KS2 - all pupils	H	A		0.4	0.3		0.3			0.3			
	Progress score in writing at KS2 - FSM	H	A		-0.5	-0.7		-0.6			-0.5			Yes
	Progress score in writing at KS2 - Kent CIC	H	A		-1.3	-0.8		-0.7			-0.6			
	Progress score in writing at KS2 - SEN Support	H	A		-1.7	-1.7		-1.5			-1.4			
	Progress score in writing at KS2 - SEN EHCP	H	A		-3.1	-4.1		-3.9			-3.8			
	Progress score in maths at KS2 - all pupils	H	A		-0.3	-0.4		0.1			0.2			
	Progress score in maths at KS2 - FSM	H	A		-1.6	-1.7		-0.7			-0.6			Yes
	Progress score in maths at KS2 - Kent CIC	H	A		-2.0	-1.5		-0.7			-0.6			
	Progress score in maths at KS2 - SEN Support	H	A		-1.7	-1.9		-1.5			-1.4			
	Progress score in maths at KS2 - SEN EHCP	H	A		-4.0	-5.0		-3.7			-3.6			

Directorate Scorecard - Kent KPIs - Vulnerable Learners

Please note that there is no 2019-20 or any planned 2020-21 Education attainment data due to the impact of Coronavirus (COVID-19)														
Annual Indicators - Secondary		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2018-19	England 2018-19	Linked to SDP?
					2017-18	2018-19								
SISE12	Average score at KS4 in Attainment 8 - all pupils	H	A		47.1	47.4		48.5			49.0			Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.8	18.1		13.5			13.0			Yes
	Average score at KS4 in Attainment 8 - Kent CIC gap	L	A		25.0	26.7		23.5			23.0			
	Average score at KS4 in Attainment 8 - SEN Support gap	L	A		16.2	15.8		14.5			14.0			
	Average score at KS4 in Attainment 8 - SEN EHCP gap	L	A		37.2	38.9		35.5			35.0			
	Average score at KS4 in Progress 8 - all pupils	H	A		-0.08	-0.12		-0.01			0.00			
	Average score at KS4 in Progress 8 - FSM	H	A		-0.81	-0.86		-0.40			-0.35			Yes
	Average score at KS4 in Progress 8 - Kent CIC	H	A		-0.91	-1.58		-0.70			-0.60			
	Average score at KS4 in Progress 8 - SEN Support	H	A		-0.62	-0.68		-0.40			-0.35			
	Average score at KS4 in Progress 8 - SEN EHCP	H	A		-1.20	-1.45		-1.00			-0.95			

Directorate Scorecard - Ashford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Ashford CSWT					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		30.0	30.4	30.8	31.0	30.4	29.2	28.6	↑	25.0	AMBER	29.7	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		95.9	95.7	96.1	95.9	97.8	97.6	97.7	↑	90.0	GREEN	92.2	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	29.1	31.9	30.1	26.2	24.2	21.0	17.9	↓	20.0	GREEN	32.8	20.0	RED	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	57.1	57.1	62.5	62.5	61.5	61.5	61.5	↔	80.0	RED	58.3	75.0	RED	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	77.5	76.6	89.6	87.9	93.1	93.1	95.3	↑	85.0	GREEN	95.8	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		22.5	25.6	21.4	19.7	19.1	19.5	21.5	↓	18.0	AMBER	20.0	18.0	AMBER	N/A	N/A	
Ashford EHU					Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		24.3	24.4	25.5	26.4	26.9	27.7	27.8	↓	25.0	AMBER	23.2	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		74.9	75.7	77.3	80.4	85.2	89.4	93.6	↑	70.0	GREEN	50.8	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		66.7	66.7	71.4	71.4	71.4	71.4	66.7	↓	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		9.1	9.7	10.0	9.5	9.5	10.0	9.5	↑	15.0	GREEN	12.1	15.0	GREEN	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.0	14.0	15.0	12.8	11.3	12.0	12.4	↓	15.0	GREEN	17.2	15.0	AMBER	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Ashford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		31.9	26.3	25.0	22.6	↑	38.4	GREEN	31.9	35	GREEN	40.5	40.9		

Directorate Scorecard - Ashford District

Education Monthly Indicators - Ashford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	28.9	29.7	29.9	31.4	31.5	35.1	33.6	↓	60	RED	22.9	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.2	2.2	2.7	2.6	3.2	3.3	3.4	↓	2.4	AMBER	4.6	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		9.7	9.8	9.0	9.0	9.1	9.0	8.6	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		96.9	96.7	78.5	79.8	78.8	85.5	90.7	↑	90	GREEN	97.2	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		97.7	97.0	93.0	92.9	92.0	90.4	90.4	↓	100	RED	96.4	100	RED	N/A	N/A	

Education Annual Indicators - Ashford		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		75.6	78.6	67.0	73	RED	↓	70	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.3	73.3	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.4	21.1	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.3	64.9	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.0	24.7	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		44.8	45.1	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	18.2	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.74	33.75	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	27.13	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		26.67	23.00	N/A	33	N/A	N/A	34	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.8	3.1	3.6	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	90	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	77	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.7	8.6	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.9	16.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

Directorate Scorecard - Canterbury District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE			
Canterbury CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		34.8	35.1	34.0	34.2	35.0	35.5	35.5	↔	25.0	RED	31.1	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.5	96.8	96.6	93.3	93.3	93.3	92.9	↓	90.0	GREEN	94.9	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.4	27.4	24.2	24.5	24.5	28.9	31.8	↓	20.0	RED	14.8	20.0	AMBER	23.4	21.9		
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	✓	N/A							N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	85.7	85.7	87.5	87.5	100.0	100.0	100.0	↔	80.0	GREEN	83.3	75.0	GREEN	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	86.7	91.0	86.7	82.3	83.1	78.8	79.6	↑	85.0	AMBER	75.1	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.9	18.0	20.8	21.6	18.1	21.2	19.5	↑	18.0	AMBER	23.1	18.0	RED	N/A	N/A		
Canterbury EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		23.0	22.8	22.2	22.9	23.6	24.2	26.1	↓	25.0	AMBER	19.2	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		63.6	64.8	66.9	68.1	70.7	71.5	72.5	↑	70.0	GREEN	57.2	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		71.4	71.4	75.0	75.0	71.4	71.4	71.4	↔	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.3	15.2	15.6	17.1	16.1	16.0	15.7	↑	15.0	AMBER	10.9	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		11.9	14.0	14.9	14.7	14.0	14.1	13.4	↑	15.0	GREEN	14.2	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Canterbury		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		51.0	55.1	50.0	50.0	↑	38.4	RED	51.0	35	RED	40.5	40.9		

Directorate Scorecard - Canterbury District

Education Monthly Indicators - Canterbury		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	19.4	20.7	20.9	22.8	25.1	23.7	25.6	↑	60	RED	15.0	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.9	1.7	1.8	2.0	2.5	2.8	2.7	↑	2.4	AMBER	3.6	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		10.0	9.9	9.7	9.6	9.4	9.2	8.8	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		86.4	89.4	84.9	83.9	87.1	81.9	86.3	↑	90	RED	83.9	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		94.6	95.1	95.1	97.9	97.8	97.9	98.1	↑	100	AMBER	92.9	100	RED	N/A	N/A	

Education Annual Indicators - Canterbury		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		74.7	72.4	73.0	73	GREEN	↑	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.3	74.9	N/A	75	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		20.7	25.3	N/A	20	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		73.5	74.3	N/A	69	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		25.3	28.1	N/A	21	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		45.5	45.8	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.4	17.5	N/A	13	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.61	32.64	N/A	35	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.28	27.44	N/A	30	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		22.09	27.29	N/A	33	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.5	3.7	4.1	3.0	RED	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	90	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	77	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.8	9.1	N/A	8.0	N/A	N/A	8.7	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A		

Directorate Scorecard - Dartford District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
Dartford CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M			24.6	21.4	22.2	21.1	19.8	20.5	↓	25.0	GREEN		25.0		26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M			100.0	71.4	70.0	70.0	66.7	60.0	↓	90.0	RED		90.0		N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓		0.0	0.0	0.0	2.8	2.2	3.5	↑	20.0	RED		20.0		23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓					75.0	75.0	75.0	↔	80.0	AMBER		75.0		N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓		113.1	113.1	108.1	108.1	98.1	108.1	↑	85.0	GREEN		85.0		N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS			22.7	24.8	22.9	22.4	23.0	19.7	↑	18.0	AMBER		18.0		N/A	N/A	
Dartford EHU																				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.5	21.4	20.3	19.8	20.7	21.5	23.8	↓	25.0	GREEN	24.5	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		82.0	81.2	81.8	83.6	84.1	81.3	81.6	↑	70.0	GREEN	78.2	70.0	GREEN	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		85.7	85.7	75.0	75.0	62.5	62.5	50.0	↓	80.0	RED	83.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.6	15.0	13.6	13.3	12.6	10.7	9.3	↑	15.0	GREEN	22.4	15.0	RED	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		12.0	13.4	12.7	12.5	11.7	12.2	12.9	↓	15.0	GREEN	16.7	15.0	AMBER	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Dartford		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		24.3	32.3	40.9	53.3	↓	38.4	RED	24.3	35	GREEN	40.5	40.9		

Directorate Scorecard - Dartford District

Education Monthly Indicators - Dartford		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	35.5	34.1	31.7	30.1	29.5	31.7	30.1	↓	60	RED	50.0	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.9	2.8	2.9	3.0	3.5	3.7	3.9	↓	2.4	RED	4.2	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.9	6.9	6.9	6.8	6.9	7.0	6.8	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		3	3	3	1	0	0	0	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	1	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		98.5	98.4	99.1	99.1	99.0	98.5	98.5	↑	90	GREEN	98.6	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		99.2	97.1	97.7	97.7	97.4	97.3	97.2	↓	100	AMBER	100.0	100	GREEN	N/A	N/A	

Education Annual Indicators - Dartford		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		65.9	64.7	60.5	73	RED	↓	70	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.1	73.5	N/A	75	N/A	N/A	76	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.5	18.3	N/A	20	N/A	N/A	19	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.0	70.4	N/A	69	N/A	N/A	70	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		23.0	21.1	N/A	21	N/A	N/A	20	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		51.8	52.6	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.1	18.1	N/A	13	N/A	N/A	12	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.69	30.38	N/A	35	N/A	N/A	36	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.33	27.74	N/A	30	N/A	N/A	31	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		30.00	27.58	N/A	33	N/A	N/A	34	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		1.7	1.9	2.1	3.0	GREEN	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	90	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	77	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.9	9.9	N/A	8.0	N/A	N/A	8.7	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	11.2	N/A	13.0	N/A	N/A	14.5	N/A	N/A		

Directorate Scorecard - Dover District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21										
Dover CSWT					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		31.7	31.2	30.7	30.3	30.1	30.7	30.9	↓	25.0	RED	31.5	25.0	RED	26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		96.4	96.4	96.0	95.8	95.0	93.6	92.5	↓	90.0	GREEN	96.0	90.0	GREEN	N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	18.4	20.8	21.1	16.7	13.7	12.2	14.0	↑	20.0	AMBER	20.4	20.0	GREEN	23.4	21.9		
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	✓	N/A							N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	54.5	54.5	54.5	54.5	60.0	60.0	60.0	↔	80.0	RED	60.0	75.0	AMBER	N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	87.5	100.0	91.3	87.0	87.0	91.3	91.3	↔	85.0	GREEN	83.3	85.0	AMBER	N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		18.6	16.7	19.6	23.2	24.3	21.2	23.8	↓	18.0	RED	19.0	18.0	AMBER	N/A	N/A		
Dover EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21										
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		26.6	28.6	27.7	27.5	29.0	29.4	29.8	↓	25.0	AMBER	22.9	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		84.3	85.2	86.3	87.9	88.5	90.4	91.8	↑	70.0	GREEN	70.0	70.0	GREEN	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		57.1	57.1	62.5	62.5	57.1	57.1	57.1	↔	80.0	RED	75.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		15.6	15.9	14.7	15.8	16.3	16.4	15.9	↑	15.0	AMBER	15.9	15.0	AMBER	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		10.7	12.1	10.6	10.7	10.1	9.7	10.0	↓	15.0	GREEN	8.8	15.0	GREEN	N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Dover		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21										
					SN or SE													
CYPE8	Rate of proven re-offending by CYP	L	Q		42.9	44.7	40.0	34.4	↑	38.4	GREEN	42.9	35	RED	40.5	40.9		

Directorate Scorecard - Dover District

Education Monthly Indicators - Dover		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	17.8	19.8	20.1	20.1	20.1	23.2	27.2	↑	60	RED	21.4	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.4	1.8	2.3	2.7	2.8	3.1	3.0	↑	2.4	AMBER	3.0	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		8.8	9.0	8.8	8.8	8.9	8.6	8.4	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		3	3	2	2	0	0	0	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		93.1	93.9	78.5	79.0	73.4	78.0	80.8	↑	90	RED	93.5	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		91.9	91.7	86.7	88.0	87.2	87.9	89.2	↑	100	RED	96.3	100	RED	N/A	N/A	

Education Annual Indicators - Dover		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		77.7	73.1	77.5	73	GREEN	↑	70	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.6	75.0	N/A	75	N/A	N/A	76	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.8	13.8	N/A	20	N/A	N/A	19	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		68.8	69.0	N/A	69	N/A	N/A	70	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		18.8	16.6	N/A	21	N/A	N/A	20	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		43.9	44.6	N/A	48.5	N/A	N/A	49.0	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		17.4	13.3	N/A	13	N/A	N/A	12	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		29.88	30.41	N/A	35	N/A	N/A	36	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		22.88	23.42	N/A	30	N/A	N/A	31	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		29.50	32.67	N/A	33	N/A	N/A	34	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.9	3.2	3.6	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	90	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	77	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.1	8.9	N/A	8.0	N/A	N/A	8.7	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		17.4	18.0	N/A	13.0	N/A	N/A	14.5	N/A	N/A	

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Folkestone and Hythe CSWT					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		26.1	25.5	24.8	24.5	25.6	26.1	24.0	↑	25.0	GREEN	25.4	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.0	87.5	90.5	90.0	100.0	100.0	94.7	↓	90.0	GREEN	91.3	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	24.3	19.4	24.3	25.6	25.2	24.6	24.1	↑	20.0	AMBER	17.9	20.0	GREEN	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	73.3	73.3	73.3	73.3	71.4	71.4	71.4	↔	80.0	AMBER	70.0	75.0	AMBER	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	90.5	95.8	95.1	95.9	88.4	89.2	93.4	↑	85.0	GREEN	88.8	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		19.9	19.7	20.1	22.8	25.9	26.0	25.2	↑	18.0	RED	23.2	18.0	RED	N/A	N/A	
Folkestone and Hythe EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		25.8	25.6	24.9	25.7	24.7	25.3	26.5	↓	25.0	AMBER	23.4	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		59.6	59.9	61.6	61.3	61.8	64.1	67.7	↑	70.0	AMBER	50.4	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		83.3	83.3	85.7	85.7	83.3	83.3	83.3	↔	80.0	GREEN	83.3	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		14.3	13.4	14.3	14.0	13.9	13.3	13.2	↑	15.0	GREEN	16.3	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		10.5	14.3	11.8	12.0	10.9	9.2	10.8	↓	15.0	GREEN	12.2	15.0	GREEN	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		10.7	10.3	12.5	10.0	↑	38.4	GREEN	10.7	35	GREEN	40.5	40.9		

Education Monthly Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	43.9	41.0	25.0	26.2	25.2	28.0	31.7	↑	60	RED	51.7	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.7	2.7	3.2	3.2	3.3	3.4	3.5	↓	2.4	RED	5.1	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.9	7.1	7.0	6.8	6.9	6.7	6.5	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		81.2	87.1	91.3	90.9	92.9	95.9	95.7	↓	90	GREEN	74.2	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		97.4	97.4	96.0	96.7	96.6	96.5	93.0	↓	100	RED	96.5	100	RED	N/A	N/A	

Education Annual Indicators - Folkestone and Hythe		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		80.0	78.7	76.4	73	GREEN	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		75.7	75.0	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		16.6	16.5	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		64.1	67.6	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		22.9	18.4	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		42.1	46.9	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		18.7	13.8	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.28	32.17	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.50	29.34	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		39.80	35.00	N/A	33	N/A	N/A	33	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.3	3.6	3.8	3.0	RED	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.5	10.3	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		20.5	19.8	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

Directorate Scorecard - Gravesham District

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Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
Gravesham CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		27.8	26.7	26.5	25.2	25.7	25.7	24.9	↑	25.0	GREEN	25.0	25.0	GREEN	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		90.8	90.6	95.0	94.8	96.0	97.7	97.1	↓	90.0	GREEN	90.2	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	31.7	28.2	27.4	25.0	25.5	23.1	17.8	↑	20.0	GREEN	32.1	20.0	RED	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	78.6	78.6	78.6	78.6	75.0	75.0	70.0	↓	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	91.1	90.7	85.9	85.9	83.9	83.9	84.8	↑	85.0	AMBER	91.1	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		20.3	22.7	26.0	25.1	24.1	19.9	20.1	↓	18.0	AMBER	17.9	18.0	GREEN	N/A	N/A	
Gravesham EHU																				
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		21.6	21.0	22.7	22.4	22.4	22.3	22.0	↑	25.0	GREEN	21.2	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		43.3	42.1	44.8	51.1	55.9	60.2	64.8	↑	70.0	AMBER	54.3	70.0	RED	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN	50.0	75.0	RED	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		16.5	16.6	16.0	16.0	15.6	14.7	15.0	↓	15.0	GREEN	15.3	15.0	AMBER	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		13.5	10.6	11.5	11.3	11.1	11.8	11.3	↑	15.0	GREEN	12.6	15.0	GREEN	N/A	N/A	

Integrated Children's Services Quarterly Indicators - Gravesham		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		40.9	33.3	38.3	40.5	↓	38.4	AMBER	40.9	35	RED	40.5	40.9		

Directorate Scorecard - Gravesham District

Education Monthly Indicators - Gravesham		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	51.4	50.0	41.0	40.2	39.8	41.9	40.3	↓	60	RED	60.1	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.6	2.3	2.5	2.5	3.4	3.8	3.9	↓	2.4	RED	4.2	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.6	6.5	6.2	6.2	6.0	5.5	5.4	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	1	1	0	↑	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		3	4	4	4	1	1	1	↔	N/A	N/A	3	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		99.2	99.2	98.8	98.7	99.5	99.5	99.5	↓	90	GREEN	98.8	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		96.1	93.9	93.2	93.6	92.4	88.7	90.8	↑	100	RED	98.6	100	AMBER	N/A	N/A	

Education Annual Indicators - Gravesham		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20						SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		55.2	55.8	54.7	73	RED	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		74.2	75.4	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		12.8	12.9	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		60.8	65.0	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.9	20.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		47.0	47.6	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		13.6	16.0	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		30.73	30.15	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		26.19	26.75	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		35.00	32.58	N/A	33	N/A	N/A	33	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.2	2.2	2.4	3.0	GREEN	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.2	9.9	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.7	12.5	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

Directorate Scorecard - Maidstone District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
Maidstone CSWT					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21						SN or SE			
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.6	29.3	29.1	28.7	28.5	26.8	27.4	↓	25.0	AMBER	27.0	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.7	93.7	94.9	96.1	97.7	97.6	97.4	↓	90.0	GREEN	93.2	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.0	23.2	24.6	23.1	23.1	22.3	25.0	↓	20.0	AMBER	18.6	20.0	GREEN	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	87.5	87.5	88.2	88.2	81.3	81.3	81.3	↔	80.0	GREEN	86.7	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	74.1	65.4	73.1	73.1	73.1	69.2	73.1	↑	85.0	RED	40.7	85.0	RED	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		12.8	15.1	15.6	16.6	16.6	17.9	16.4	↑	18.0	GREEN	25.3	18.0	RED	N/A	N/A	
Maidstone EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		16.6	17.1	16.9	18.4	19.3	20.8	21.4	↓	25.0	GREEN	15.8	25.0	GREEN	22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		69.1	69.3	69.3	69.6	71.7	78.5	81.9	↑	70.0	GREEN	60.9	70.0	AMBER	N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		40.0	40.0	57.1	57.1	50.0	50.0	50.0	↔	80.0	RED	100.0	75.0	GREEN	N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.8	12.4	12.9	12.2	11.0	10.8	11.2	↓	15.0	GREEN	20.1	15.0	RED	N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS		20.8	18.2	21.1	20.2	17.9	19.8	14.1	↑	15.0	GREEN	25.3	15.0	RED	N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Maidstone		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21										
CYPE8	Rate of proven re-offending by CYP	L	Q		22.6	26.7	25.5	30.0	↓	38.4	GREEN	22.6	35	GREEN	40.5	40.9		

Directorate Scorecard - Maidstone District

Education Monthly Indicators - Maidstone		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	40.5	40.3	47.4	46.6	44.8	45.5	46.9	↑	60	RED	54.8	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.9	2.1	2.6	2.8	2.9	2.8	3.0	↓	2.4	AMBER	2.8	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		5.1	5.0	5.1	4.9	4.8	5.1	5.0	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	1	1	1	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		76.3	82.2	87.2	88.1	89.7	83.8	86.7	↑	90	RED	76.7	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		92.0	91.6	91.0	90.4	89.7	88.6	90.3	↑	100	RED	97.8	100	AMBER	N/A	N/A	

Education Annual Indicators - Maidstone		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		71.4	69.3	66.4	73	RED	↓	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.3	72.9	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		13.5	22.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		63.7	66.0	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.9	23.1	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		49.7	50.7	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		20.0	18.2	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		32.69	33.99	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		27.97	28.38	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		31.88	35.76	N/A	33	N/A	N/A	33	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.1	3.6	3.9	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		8.9	9.2	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		12.9	13.1	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
Sevenoaks North & Tonbridge and Malling CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.0	23.2	25.2	27.0	26.2	26.7	↓	25.0	AMBER		25.0		26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	88.9	↓	90.0	AMBER		90.0		N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	0.0	41.2	33.3	36.7	39.4	30.2	↑	20.0	RED		20.0		23.4	21.9		
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	✓	N/A						N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓					50.0	50.0	50.0	↔	80.0	RED		75.0		N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	90.0	85.0	80.0	80.0	80.0	70.0	↓	85.0	RED		85.0		N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		18.9	19.5	22.8	19.1	17.7	21.2	↓	18.0	AMBER		18.0		N/A	N/A		
Sevenoaks South & Tunbridge Wells CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		38.2	30.3	29.5	29.1	27.7	25.3	↑	25.0	AMBER		25.0		26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	87.5	88.9	↑	90.0	AMBER		90.0		N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	0.0	21.4	25.8	23.5	19.6	19.0	↓	20.0	GREEN		20.0		23.4	21.9		
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	✓	N/A						N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓					100.0	100.0	100.0	↔	80.0	GREEN		75.0		N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	86.0	86.0	86.0	81.0	81.0	76.0	↓	85.0	AMBER		85.0		N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		24.1	22.7	23.9	21.9	22.6	20.7	↑	18.0	AMBER		18.0		N/A	N/A		

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Directorate Scorecard - Sevenoaks District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21										
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M							20.0	22.1	↓	25.0	GREEN		25.0		22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS							N/A	95.0	N/A	70.0	GREEN		70.0		N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M							N/A	N/A	N/A	80.0	N/A		75.0		N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M							N/A	N/A	N/A	15.0	N/A		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS							N/A	12.1	N/A	15.0	GREEN		15.0		N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M							60.0	27.6	↑	25.0	AMBER		25.0		22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS							N/A	90.0	N/A	70.0	GREEN		70.0		N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M							N/A	N/A	N/A	80.0	N/A		75.0		N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M							N/A	N/A	N/A	15.0	N/A		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS							N/A	14.8	N/A	15.0	GREEN		15.0		N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Sevenoaks		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		39.3	41.4	41.7	41.7	↓	38.4	RED	39.3	35	RED	40.5	40.9		

Directorate Scorecard - Sevenoaks District

Education Monthly Indicators - Sevenoaks		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	23.0	22.2	40.9	37.8	34.9	31.5	29.5	↓	60	RED	24.5	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.6	1.8	2.1	2.2	2.9	2.5	2.4	↑	2.4	GREEN	3.1	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		12.4	12.4	12.8	12.7	12.3	12.1	11.8	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		2	1	1	1	1	1	0	↑	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		100.0	100.0	97.8	97.6	97.5	93.3	93.4	↑	90	GREEN	95.8	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		95.2	94.7	95.0	95.2	96.4	95.3	95.7	↑	100	RED	93.8	100	RED	N/A	N/A	

Education Annual Indicators - Sevenoaks		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		64.9	71.0	70.1	73	AMBER	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		78.5	76.8	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		15.9	19.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	73.1	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		24.6	18.4	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		38.2	41.5	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.8	12.1	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		24.33	30.28	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		30.35	29.59	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		27.50	32.86	N/A	33	N/A	N/A	33	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		4.4	4.6	5.0	3.0	RED	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		10.0	8.5	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		14.2	14.2	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21						SN or SE			
Swale Central CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		28.4	26.2	26.3	26.6	26.8	27.2	25.0	↑	25.0	GREEN	25.2	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		88.2	87.9	87.5	87.5	89.7	87.5	87.5	↔	90.0	AMBER	97.9	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	23.2	20.9	23.9	20.0	23.7	24.1	23.2	↑	20.0	AMBER	25.6	20.0	AMBER	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	81.8	81.8	81.8	81.8	75.0	75.0	75.0	↔	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	100.0	83.3	83.3	88.9	94.4	94.4	94.4	↔	85.0	GREEN	88.9	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		18.1	17.7	16.6	15.4	14.0	14.5	22.1	↓	18.0	RED	19.6	18.0	AMBER	N/A	N/A	
Swale Island & Rural CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		29.8	29.2	28.3	29.7	29.2	29.4	28.0	↑	25.0	AMBER	30.4	25.0	RED	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	95.2	93.3	92.9	92.9	92.3	92.9	↑	90.0	GREEN	100.0	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	22.8	23.2	23.2	25.3	25.8	24.7	27.1	↓	20.0	AMBER	18.9	20.0	GREEN	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN	100.0	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	77.8	88.2	100.0	88.2	88.2	100.0	94.1	↓	85.0	GREEN	100.0	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		23.1	20.4	20.2	21.6	20.5	17.5	20.1	↓	18.0	AMBER	18.2	18.0	AMBER	N/A	N/A	

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Directorate Scorecard - Swale District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2019-20	RAG 2019-20	District Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Swale EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M		20.2	20.5	20.4	21.7	22.8	23.6	24.1	↓	25.0	GREEN	19.4	25.0	GREEN	22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS		46.4	48.8	53.4	56.1	59.9	64.1	69.0	↑	70.0	AMBER	43.3	70.0	RED	N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M		77.8	77.8	77.8	77.8	75.0	75.0	75.0	↔	80.0	AMBER	100.0	75.0	GREEN	N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M		12.9	12.8	13.4	13.7	13.4	13.6	12.8	↑	15.0	GREEN	14.9	15.0	GREEN	N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS		13.3	14.1	15.3	13.6	13.6	13.8	13.9	↓	15.0	GREEN	18.3	15.0	RED	N/A	N/A		

Integrated Children's Services Quarterly Indicators - Swale		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		34.1	32.5	35.9	35.3	↓	38.4	GREEN	34.1	35	GREEN	40.5	40.9		

Directorate Scorecard - Swale District

Education Monthly Indicators - Swale		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	11.7	10.5	9.8	12.6	14.2	18.8	22.0	↑	60	RED	14.6	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.6	2.3	2.6	2.8	3.2	3.4	3.7	↓	2.4	RED	4.9	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.3	6.3	6.5	6.4	6.5	6.3	6.1	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		1	1	1	1	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		79.3	77.8	67.2	69.0	73.8	68.0	71.7	↑	90	RED	73.4	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		98.4	98.5	99.0	100.0	100.0	100.0	100.0	↔	100	GREEN	97.9	100	AMBER	N/A	N/A	

Education Annual Indicators - Swale		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		72.0	72.1	67.0	73	RED	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		72.5	74.2	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		14.4	15.9	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.3	67.0	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		19.6	28.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		43.2	42.1	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		15.1	16.0	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		31.30	30.68	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.85	28.59	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.07	29.94	N/A	33	N/A	N/A	33	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.2	3.5	4.0	3.0	RED	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		9.6	10.9	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		15.6	18.8	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
Thanet Margate CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		33.1	34.0	34.4	34.4	36.0	36.0	34.0	↑	25.0	RED	25.5	25.0	AMBER	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		98.5	98.5	98.4	98.3	98.2	100.0	97.8	↓	90.0	GREEN	98.4	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	11.4	12.8	11.2	13.8	14.1	17.7	22.8	↓	20.0	AMBER	11.4	20.0	RED	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	100.0	100.0	100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN	100.0	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	125.5	120.3	115.0	106.5	106.5	101.2	101.2	↔	85.0	GREEN	109.7	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		17.1	18.5	20.0	19.3	18.5	20.1	21.4	↓	18.0	AMBER	20.2	18.0	AMBER	N/A	N/A	
Thanet Ramsgate CSWT																				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		34.4	34.5	32.9	31.9	31.0	31.2	31.1	↑	25.0	RED	35.1	25.0	RED	26	22.6	
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		93.3	93.4	94.6	95.5	100.0	100.0	100.0	↔	90.0	GREEN	92.1	90.0	GREEN	N/A	N/A	
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	30.9	30.9	26.9	26.1	30.2	14.0	17.8	↑	20.0	GREEN	29.7	20.0	RED	23.4	21.9	
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	✓	N/A						N/A	N/A	N/A	N/A			60	N/A		
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓	72.7	72.7	75.0	75.0	80.0	80.0	80.0	↔	80.0	GREEN	88.9	75.0	GREEN	N/A	N/A	
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	110.7	110.7	110.7	110.7	105.4	94.9	100.1	↑	85.0	GREEN	85.4	85.0	GREEN	N/A	N/A	
SCS42	Average caseloads in the CIC Teams	L	MS		N/A						N/A	N/A	N/A	N/A			N/A	N/A		
SCS43	Average caseloads in the CSWT Teams	L	MS		15.5	15.5	15.6	15.2	18.6	19.1	22.0	↓	18.0	AMBER	18.5	18.0	AMBER	N/A	N/A	

Directorate Scorecard - Thanet District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2019-20	RAG 2019-20	Kent Outturn 2018-19	Target 2018-19	RAG 2018-19	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
Thanet Margate EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21						SN or SE			
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M			16.7	27.7	33.3	35.6	34.2	35.3	↓	25.0	RED		25.0		22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			100.0	87.5	83.6	86.0	84.5	79.1	↓	70.0	GREEN		70.0		N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M						100.0	100.0	100.0	↔	80.0	GREEN		75.0		N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M						7.7	5.0	3.6	↑	15.0	GREEN		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS			13.0	13.2	15.2	18.7	18.9	20.6	↓	15.0	RED		15.0		N/A	N/A	
Thanet Ramsgate EHU					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21									
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M			35.7	31.5	29.5	28.4	29.5	28.6	↑	25.0	AMBER		25.0		22	N/A	Yes
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS			72.0	83.1	84.1	81.2	78.8	76.4	↓	70.0	GREEN		70.0		N/A	N/A	Yes
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M				100.0	100.0	100.0	100.0	100.0	↔	80.0	GREEN		75.0		N/A	N/A	
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M						0.0	6.9	11.1	↓	15.0	GREEN		15.0		N/A	N/A	
	Average Caseload within EH Units (Families)	L	MS			18.1	16.1	17.2	15.1	13.8	18.2	↓	15.0	RED		15.0		N/A	N/A	

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Integrated Children's Services Quarterly Indicators - Thanet		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		32.5	33.8	38.0	33.8	↓	38.4	GREEN	32.5	35	GREEN	40.5	40.9		

Directorate Scorecard - Thanet District

Education Monthly Indicators - Thanet		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	23.6	23.3	23.9	24.2	25.5	26.9	31.6	↑	60	RED	20.2	40	RED	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		2.1	2.4	3.3	3.4	3.8	3.8	3.7	↑	2.4	RED	5.1	2.6	RED	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		10.3	10.3	9.8	9.6	9.5	9.5	9.3	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		77.4	80.9	75.7	76.9	79.9	72.5	77.8	↑	90	RED	74.0	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		84.2	82.5	83.7	83.3	83.0	81.4	85.0	↑	100	RED	92.4	100	RED	N/A	N/A	

Education Annual Indicators - Thanet		Polarity	Data Period	QPR	Annual Trends			Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE			
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		75.4	75.2	72.0	73	AMBER	↓	73	N/A	N/A		
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		69.8	64.9	N/A	75	N/A	N/A	75	N/A	N/A	Yes	
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		18.3	24.7	N/A	20	N/A	N/A	20	N/A	N/A	Yes	
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		62.8	61.5	N/A	69	N/A	N/A	69	N/A	N/A		
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		20.7	14.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes	
SISE12	Average score at KS4 in Attainment 8	H	A		41.0	40.7	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes	
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		16.9	14.2	N/A	13	N/A	N/A	13	N/A	N/A	Yes	
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		27.56	25.77	N/A	35	N/A	N/A	35	N/A	N/A		
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.43	25.87	N/A	30	N/A	N/A	30	N/A	N/A		
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		33.25	25.96	N/A	33	N/A	N/A	33	N/A	N/A		
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		3.9	4.3	4.7	3.0	RED	↓	3.0	3.5	3.3	Yes	
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2		
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2		
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		11.2	10.5	N/A	8.0	N/A	N/A	8.0	N/A	N/A		
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		18.2	15.2	N/A	13.0	N/A	N/A	13.0	N/A	N/A		

Directorate Scorecard - Tonbridge and Malling District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21										
Sevenoaks North & Tonbridge and Malling CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M		20.0	23.2	25.2	27.0	26.2	26.7	↓	25.0	AMBER		25.0		26	22.6			
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M		100.0	100.0	100.0	100.0	100.0	88.9	↓	90.0	AMBER		90.0		N/A	N/A			
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓	0.0	41.2	33.3	36.7	39.4	30.2	↑	20.0	RED		20.0		23.4	21.9			
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	✓	N/A							N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓				50.0	50.0	50.0	↔	80.0	RED		75.0		N/A	N/A			
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓	90.0	85.0	80.0	80.0	80.0	70.0	↓	85.0	RED		85.0		N/A	N/A			
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS		18.9	19.5	22.8	19.1	17.7	21.2	↓	18.0	AMBER		18.0		N/A	N/A			
Sevenoaks North & Tonbridge and Malling EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M						20.0	22.1	↓	25.0	GREEN		25.0		22	N/A	Yes		
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS						N/A	95.0	N/A	70.0	GREEN		70.0		N/A	N/A	Yes		
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M						N/A	N/A	N/A	80.0	N/A		75.0		N/A	N/A			
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M						N/A	N/A	N/A	15.0	N/A		15.0		N/A	N/A			
	Average Caseload within EH Units (Families)	L	MS						N/A	12.1	N/A	15.0	GREEN		15.0		N/A	N/A			

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Integrated Children's Services Quarterly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21										
SN or SE																		
CYPE8	Rate of proven re-offending by CYP	L	Q		38.5	40.0	40.0	39.3	↑	38.4	AMBER	38.5	35	RED	40.5	40.9		

Directorate Scorecard - Tonbridge and Malling District

Education Monthly Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21										
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	42.7	43.8	44.7	47.1	46.5	42.7	38.7	↓	60	RED	53.3	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.8	2.1	2.5	2.6	2.8	2.9	3.0	↓	2.4	AMBER	3.5	2.6	AMBER	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		6.9	7.1	7.1	7.0	7.2	7.2	7.1	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	0	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		6	5	4	3	2	0	0	↔	N/A	N/A	6	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		98.7	98.5	98.4	98.3	98.2	94.6	96.5	↑	90	GREEN	98.8	90	GREEN	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		98.3	92.8	92.7	92.7	92.5	93.0	92.4	↓	100	RED	95.8	100	RED	N/A	N/A	

Education Annual Indicators - Tonbridge and Malling		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	DOT	Target 2020-21	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19								
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		79.3	76.6	70.8	73	AMBER	↓	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		79.0	77.6	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		29.4	31.7	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		69.3	71.0	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		26.7	26.5	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		50.7	51.3	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		22.5	22.5	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		36.96	39.49	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		29.46	30.21	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		34.18	33.55	N/A	33	N/A	N/A	33	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.9	3.3	3.6	3.0	RED	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		6.2	6.8	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		13.5	14.5	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

Directorate Scorecard - Tunbridge Wells District

Integrated Children's Services Monthly Indicators		Polarity	Data Period	QPR	Monthly Trends							Latest Month	DOT	Target 2020-21	RAG 2020-21	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE			
Sevenoaks South & Tunbridge Wells CSWT																					
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	L	R12M			38.2	30.3	29.5	29.1	27.7	25.3	↑	25.0	AMBER		25.0		26	22.6		
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	H	R12M			100.0	100.0	100.0	100.0	87.5	88.9	↑	90.0	AMBER		90.0		N/A	N/A		
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	T	R12M	✓		0.0	21.4	25.8	23.5	19.6	19.0	↓	20.0	GREEN		20.0		23.4	21.9		
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	✓	N/A							N/A	N/A	N/A	N/A		60	N/A			
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	H	MS	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	L	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	H	R12M	✓	N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS37	Percentage of Case File Audits graded good or outstanding	H	R12M	✓					100.0	100.0	100.0	↔	80.0	GREEN		75.0		N/A	N/A		
SCS40	Percentage of case holding posts filled by permanent qualified social workers	H	MS	✓		86.0	86.0	86.0	81.0	81.0	76.0	↓	85.0	AMBER		85.0		N/A	N/A		
SCS42	Average caseloads in the CIC Teams	L	MS		N/A							N/A	N/A	N/A	N/A		N/A	N/A			
SCS43	Average caseloads in the CSWT Teams	L	MS			24.1	22.7	23.9	21.9	22.6	20.7	↑	18.0	AMBER		18.0		N/A	N/A		
Sevenoaks South & Tunbridge Wells EHU																					
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	L	R12M							60.0	27.6	↑	25.0	AMBER		25.0		22	N/A	Yes	
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	H	MS							N/A	90.0	N/A	70.0	GREEN		70.0		N/A	N/A	Yes	
	Percentage of EH Unit Case Audits rated good or outstanding	H	R12M							N/A	N/A	N/A	80.0	N/A		75.0		N/A	N/A		
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	L	R12M							N/A	N/A	N/A	15.0	N/A		15.0		N/A	N/A		
	Average Caseload within EH Units (Families)	L	MS							N/A	14.8	N/A	15.0	GREEN		15.0		N/A	N/A		

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Integrated Children's Services Quarterly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Quarterly Trends				Latest Quarter	DOT	Target 2020-21	RAG	Kent Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group as at Jan 2019	England & Wales as at Jan 2019	Linked to SDP?
					Q4 19-20	Q1 20-21	Q2 20-21	Q3 20-21							SN or SE			
CYPE8	Rate of proven re-offending by CYP	L	Q		62.5	56.3	44.4	35.0	↑	38.4	GREEN	62.5	35	RED	40.5	40.9		

Directorate Scorecard - Tunbridge Wells District

Education Monthly Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Monthly Trends						Latest Month	DOT	Target 2020-21	RAG	District Outturn 2019-20	Target 2019-20	RAG 2019-20	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21							SN or SE		
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	H	R12M	✓	59.0	60.0	54.2	54.5	52.7	53.3	48.0	↓	60	RED	61.0	40	GREEN	58.5	60.4	Yes
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET) [seasonally impacted indicator]	L	MS		1.8	2.3	2.6	2.5	2.7	2.7	2.7	↑	2.4	AMBER	2.4	2.6	GREEN	2.4	2.7	Yes
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	L	MS		9.2	9.7	9.4	9.4	9.5	9.3	9.2	↑	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	L	R12M		0	0	0	0	0	0	0	↔	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	L	R12M		1	1	1	2	2	1	0	↑	N/A	N/A	1	N/A	N/A	N/A	N/A	Yes
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	H	R12M		80.0	83.8	82.1	80.3	76.3	91.8	96.5	↑	90	GREEN	79.1	90	RED	N/A	N/A	
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	H	R12M		97.3	97.5	97.5	98.3	98.3	99.1	99.2	↑	100	AMBER	95.7	100	RED	N/A	N/A	

Education Annual Indicators - Tunbridge Wells		Polarity	Data Period	QPR	Annual Trends		Latest Year	Target 2019-20	RAG	Target 2020-21	DOT	Benchmark Group 2019-20	England 2019-20	Linked to SDP?
					2017-18	2018-19	2019-20					SN or SE		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place [seasonally impacted indicator]	H	MS		70.0	71.7	72.1	73	AMBER	↑	73	N/A	N/A	
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	H	A		76.7	78.0	N/A	75	N/A	N/A	75	N/A	N/A	Yes
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM gap	L	A		17.2	21.1	N/A	20	N/A	N/A	20	N/A	N/A	Yes
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	H	A		67.7	70.2	N/A	69	N/A	N/A	69	N/A	N/A	
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	L	A		34.0	33.9	N/A	21	N/A	N/A	21	N/A	N/A	Yes
SISE12	Average score at KS4 in Attainment 8	H	A		55.9	54.5	N/A	48.5	N/A	N/A	48.5	N/A	N/A	Yes
SISE19	Average score at KS4 in Attainment 8 - FSM gap	L	A		23.6	21.5	N/A	13	N/A	N/A	13	N/A	N/A	Yes
CYPE23	Average point score per A Level entry at KS5 [School students only]	H	A		35.99	37.97	N/A	35	N/A	N/A	35	N/A	N/A	
CYPE24	Average point score per Applied General entry at KS5 [School students only]	H	A		28.17	32.26	N/A	30	N/A	N/A	30	N/A	N/A	
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	H	A		38.67	40.42	N/A	33	N/A	N/A	33	N/A	N/A	
SEND10	Percentage of pupils with a Statement or Education, Health and Care Plan (EHCP) - Kent resident pupils	L	A		2.8	3.0	3.4	3.0	AMBER	↓	3.0	3.5	3.3	Yes
CYPE2	Percentage of parents getting first preference of primary school	H	A		N/A	N/A	N/A	91	N/A	N/A	91	89.0	90.2	
CYPE3	Percentage of parents getting first preference of secondary school	H	A		N/A	N/A	N/A	76	N/A	N/A	76	82.8	82.2	
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	L	A		7.7	7.2	N/A	8.0	N/A	N/A	8.0	N/A	N/A	
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	L	A		11.3	12.6	N/A	13.0	N/A	N/A	13.0	N/A	N/A	

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Activity-Volume Measures				
CYPE10	Number of Primary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE11	Number of Secondary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE12	Number of Special Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE13	Total pupils on roll in Primary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE14	Total pupils on roll in Secondary Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE15	Total pupils on roll in Special Schools	MI School Census Database	Spring 2021 School Census	March 2021
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
CYPE18	Percentage of Special School pupils eligible for Free School Meals	MI School Census Database	Spring 2021 School Census	March 2021
EY8	Percentage of EY settings with Good or Outstanding Ofsted Judgements - Overall Effectiveness (non-domestic premises)	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	MI Ofsted Database	Inspections as at end of March 2021	May 2021
CYPE19	Number of requests for SEND statutory assessment	Synergy reporting	Snapshot data as at end of March 2021	April 2021
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	Early Help module	Rolling 12 months up to end of March 2021	April 2021
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 end of March 2021	April 2021
FD01-C	Number of contacts processed in the Front Door	Early Help module	Children referred during the month of Mar 2021	April 2021
FD10-C	Number of Information, Advice and Guidance contacts processed in the Front Door	Early Help module	Children referred during the month of Mar 2021	April 2021
FD12-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	Early Help module	Children referred during the month of Mar 2021	April 2021
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	Early Help module	Children referred during the month of Mar 2021	April 2021
EH05-F	Number of cases open to Early Help Units	Early Help module	Snapshot data as at end of March 2021	April 2021
SCS01	Number of open Social Work cases	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Child Protection cases	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Children in Care	Liberi	Snapshot data as at end of March 2021	April 2021
	Number of Care Leavers	Liberi	Snapshot data as at end of March 2021	April 2021
EH35	Number of First Time Entrants into the Youth Justice system	MI monthly reporting (CareDirector Youth)	Rolling 12 months up to March 2021	April 2021
Key Performance Indicators				
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	Liberi	Rolling 12 months up to March 2021	April 2021
SCS08	Percentage of Returner Interviews completed for those with SCS Involvement	Liberi	Rolling 12 months up to March 2021	April 2021
SCS13	Percentage of children becoming subject to a child protection plan for the second or subsequent time	Liberi	Rolling 12 months up to March 2021	April 2021
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 March 2021	April 2021
SCS19	Percentage of CIC Foster Care in KCC Foster Care/Rel & Friends placements (exc UASC)	Liberi	Snapshot as at March 2021	April 2021
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	Liberi	Rolling 12 months up to March 2021	April 2021
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	Liberi	Rolling 12 months up to March 2021	April 2021
SCS37	Percentage of Case File Audits graded good or outstanding	Liberi	Rolling 12 months up to March 2021	April 2021
SCS40	Percentage of case holding posts filled by permanent qualified social workers	Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
SCS42	Average caseloads in the CIC Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
SCS43	Average caseloads in the CSWT Teams	Liberi / Area Staffing Spreadsheets	Snapshot as at March 2021	April 2021
EH72-F	Percentage of referrals to an Early Help Unit where a previous episode ended within 12 months	Early Help module	Snapshot as at March 2021	April 2021
EH52-F	Percentage of EH Assessments completed in the given month, within 6 weeks of allocation	Early Help module	Snapshot as at March 2021	April 2021
	Percentage of EH Unit Case Audits rated good or outstanding	Early Help module	Snapshot as at March 2021	April 2021
EH16-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	Early Help module	Snapshot as at March 2021	April 2021
	Average Caseload within EH Units (Families)	Early Help module	Snapshot as at March 2021	April 2021
CYPE8	Rate of proven re-offending by CYP	MOJ quarterly reporting	Data for Jan 2018 to Dec 2018 cohort	April 2021

Data Sources for Current Report

Code	Indicator	Source Description	Latest data Description	Latest data release date
Key Performance Indicators (Continued)				
SEND11	Percentage of Education, Health and Care Plans (EHCPs) issued within 20 weeks	Synergy - monthly reported data	Snapshot as at March 2021	April 2021
SISE71	Percentage of Year 12-13 age-group (16-17 year olds) not in education, employment or training (NEET)	Monthly submission to DfE via NCCIS for KCC	Snapshot as at March 2021	April 2021
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	Education Finance reporting	Snapshot as at March 2021	April 2021
EH43	Number of permanent exclusions from the primary phase - all Year R to Year 6 pupils	Synergy - monthly reported data	Rolling 12 months up to March 2021	April 2021
EH44	Number of permanent exclusions from the secondary phase - all Year 7 to Year 14 pupils	Synergy - monthly reported data	Rolling 12 months up to March 2021	April 2021
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	Fair Access Team Synergy reporting	Rolling 12 months up to March 2021	April 2021
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	Fair Access Team Synergy reporting	Rolling 12 months up to March 2021	April 2021
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 23rd December 2019	Dec 2019
EY14	Percentage of pupils at EYFS achieving a Good Level of Development	End of year assessments based on EYFSP framework	2018-19 DfE published	Oct 2019
EY15	Percentage of pupils at EYFS achieving a Good Level of Development - FSM Eligible achievement gap	End of year assessments based on EYFSP framework	2018-19 DfE published	Nov 2019
SISE4	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE16	Percentage of pupils at KS2 achieving age-related expectations in Reading, writing & mathematics - FSM gap	Test/TA results for end of academic year	2018-19 DfE published (LA) MI Calcs (Distr)	Dec 2019
SISE12	Average score at KS4 in Attainment 8	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Feb 2020
SISE19	Average score at KS4 in Attainment 8 - FSM gap	Test results for end of academic year	2017-18 DfE published (LA), MI Calcs (Distr)	Feb 2020
CYPE23	Average point score per A Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE24	Average point score per Applied General entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	Test results for end of academic year	2018-19 DfE published (LA) NPD Dataset (Distr)	Jan 2020
SEN10	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 2020	July 2020
CYPE3	Percentage of parents getting first preference of primary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
CYPE3	Percentage of parents getting first preference of secondary school	Admissions school places offered for start of academic year	Offers data for academic year 2020-21	April 2020
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020
EH47	Percentage of pupils who are persistently absent from secondary schools - all pupils based on 10% threshold	Provisional data for academic year 2018-19	2018-19 MI Calculations	Jan 2020

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures		
CYPE10	Number of Primary Schools	The number of Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE11	Number of Secondary Schools	The number of Kent maintained Secondary schools and Secondary academies (including Free Schools). Total is as at the latest available termly school census.
CYPE12	Number of Special Schools	The number of Kent maintained Special schools and Special academies. Total is as at the latest available termly school census.
CYPE13	Total pupils on roll in Primary Schools	The number of pupils on roll in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE14	Total pupils on roll in Secondary Schools	The number of pupils on roll in Kent maintained Secondary schools and Secondary academies (including Free Schools). Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE15	Total pupils on roll in Special Schools	The number of pupils on roll in Kent maintained Special schools and Special academies. Total excludes guest and subsidiary pupils and is as at the latest available termly school census.
CYPE16	Percentage of Primary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Primary schools (excluding Nurseries) and Primary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE17	Percentage of Secondary School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Secondary schools and Secondary academies (including Free Schools) as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
CYPE18	Percentage of Special School pupils eligible for Free School Meals	The number of pupils eligible for Free School Meals in Kent maintained Special schools and Special academies as a proportion of all pupils on roll. Totals for both numerator and denominator are for statutory aged pupils only and excludes guest and subsidiary pupils. Data is as at the latest available termly school census.
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).
SISE35	Percentage of Primary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Primary schools and Primary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Primary schools and Primary academies.
SISE36	Percentage of Secondary Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Secondary schools and Secondary academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Secondary schools and Secondary academies.
SISE37	Percentage of Special Schools with Good or Outstanding Ofsted Judgements - Overall Effectiveness	The percentage of Kent maintained Special schools and Special academies judged good or outstanding for Overall Effectiveness in their latest inspection, as a proportion of all inspected Kent maintained Special schools and Special academies.
CYPE19	Number of requests for SEND statutory assessment	The number of initial requests for assessment for Education, Health and Care Plans (EHCPs) for 0-25 year olds in Kent LA.
EH71-C	Rate of notifications received into Early Help per 10,000 of the 0-17 population (inclusive, rolling 12 months)	The total number of referrals to an Early Help Unit completed during the corresponding reporting month per 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year population estimates). This is a child level indicator.
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 (rolling 12 month period). Denominator: child population figure divided by 10,000 (Population figures are updated upon receipt of the latest ONS Mid Year Estimates).
FD01-C	Number of contacts processed in the Front Door	The total number of notifications received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD14-C	Number of Information, Advice and Guidance contacts processed in the Front Door	The total number of notifications with a contact outcome of "Information, Advice & Guidance" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.

Indicator Definitions

Code	Indicator	Definition
Activity-Volume Measures (Continued)		
FD02-C	Number of contacts processed in the Front Door which met the threshold for CSWS involvement	The total number of notifications with a contact outcome of "Threshold met for CSWS" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
FD03-C	Number of contacts processed in the Front Door which proceeded to Early Help	The total number of notifications with a contact outcome of "Proceed to Early Help Unit" received during the corresponding reporting month that were processed by the Front Door. District and Area splits are not available for this indicator. The data includes all contact reasons processed by the Front Door. This is a child level indicator.
EH05-F	Number of cases open to Early Help Units	The number of open cases as at the end of the corresponding reporting month. The data includes all cases sent to units at Early Help Record stage prior to the end of the month. This is a family level indicator.
SCS01	Number of open Social Work cases	The total caseload figures for Children's Social Work Services.
	Number of Child Protection cases	The number of Children who have a Child Protection Plan as at the end of the corresponding reporting month.
	Number of Children in Care	The number of Children in Care as at the end of the corresponding reporting month.
	Number of Care Leavers	The number of Care Leavers as at the end of the corresponding reporting month.
EH3	Number of First Time Entrants into 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).
Key Performance Indicators		
SCS03	Percentage re-referrals to Children's Social Work Services within 12 months of a previous referral (R12M)	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.
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
SCS29	Average number of days between becoming a child in care and moving in with an adoptive family	The average number of days between becoming a Looked After Child and moving in with Adoptive Family (for children who have been Adopted in the last 12 months)
SCS34	Percentage of care leavers in education, employment or training (of those KCC is in touch with)	The percentage of relevant and former relevant care leavers who we were in contact with in a 4 month window around their birthday who were aged 17, 18, 19, 20 or 21 and were in education, employment or training.
SCS37	Percentage of Case File Audits graded good or outstanding	The percentage of all completed case audits in the last 12 months where the overall grading was good or outstanding

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
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.
EH72-F	Percentage of re-referrals to an Early Help Unit within 12 months of a previous Unit case (R12M)	The percentage of referrals into an EH Unit (R12M) that previously had an episode open to an Early Help Unit in the preceding 12 months. The data only looks at referrals allocated to a Unit. It is calculated using a comparison between the episode end date of the previous episode and the episode start date of the subsequent referral.
EH52-F	Percentage of Assessments completed in the given month, within 6 weeks of allocation	The percentage of assessments completed in the reporting month, where the assessment was completed within 30 working days of allocation.
	Percentage of EH Unit Case Audits rated good or outstanding	The percentage of all EH Unit completed case audits in the last 12 months where the overall grading was good or outstanding
EH10-F	Percentage of EH cases closed with outcomes achieved that come back to EH or CSWS in 3 mths	The percentage of EH cases that have been closed with an outcome of "outcomes achieved" and then came back into either EH or CSWS in the next 3 months. Please note that there is a 3 month time lag on this data so the result shown for May 2020 is actually looking at all EH Closures in the 12 months up to February 2020.
	Average Caseload within EH Units (Families)	Definition to be confirmed.
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.
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.
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.
CYPE1	Percentage of pupils being placed in independent or out-of-county special schools - Kent resident pupils	The number of pupils with statements of special educational needs that are placed in independent Special schools or out-of-county Special schools as a percentage of the total number of pupils with statements of special educational needs
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.
CYPE6	Percentage of Children Missing Education cases, closed within 30 school days	The number of closed cases within 30 school days of their referral to Kent County Council's CME Team, as a percentage of the total number of cases opened within the period.
CYPE22	Percentage of CYP registered to EHE who receive an offer of a visit within 10 school days of them being brought to our attention	The number of CYP who register with the LA to Home Educate contacted to include the offer of a visit, within 10 days of receipt of the referral to Kent County Council's EHE Team, as a percentage of the total number of cases opened within the period.

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Indicator Definitions

Code	Indicator	Definition
Key Performance Indicators (Continued)		
EY2	Percentage of DWP and other identified eligible 2 year olds taking up a free early education place	The number of two year old children accessing a free early education place at an early years provider as a proportion of the total number of families identified as potentially eligible for funding by the Department for Work and Pensions (DWP).
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 & 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 & mathematics - FSM 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.
SISE12a	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.
CYPE23	Average point score per A Level entry at KS5 [School students only]	The total number of points achieved in A-Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all A-Level qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE24	Average point score per Applied General entry at KS5 [School students only]	The total number of points achieved in Applied General qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Applied General qualifications. Outcomes are for Kent maintained schools and academies only.
CYPE25	Average point score per Tech Level entry at KS5 [School students only]	The total number of points achieved in Tech Level qualifications by pupils at the end of Key Stage 5 divided by the total number of entries made in all Tech Level qualifications. Outcomes are for Kent maintained schools and academies only.
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.
EH46	Percentage of pupils who are persistently absent from primary schools - all pupils 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 from secondary schools - all pupils 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.

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

Shellina Prendergast, Cabinet Member for Education and Skills

To: **Children, Young People and Education Cabinet Committee – 30 June 2021**

Subject: **Review of the Commissioning Plan for Education Provision in Kent 2021-25**

Classification: **Unrestricted**

Past Pathway of Paper:

Summary: This report informs Members of the progress made in implementing the Commissioning Plan for Education Provision in Kent 2021-25 since its adoption by Cabinet in January 2021.

Recommendation(s):

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

- the progress achieved and to consider the report prior to the next version of the Commissioning Plan published in November 2021
- the need to review planned capital expenditure on school places (detailed report to follow).

1. Introduction

1.1 In January 2021 Kent County Council published the latest Commissioning Plan for Education Provision in Kent 2021-25 (KCP). This set out how the County Council, as Strategic Commissioner of Education Provision, will provide sufficient high quality provision across all types and phases of education, in the right locations, to meet the demands of increased pupil numbers and parental preferences. The KCP is updated annually.

1.2 This report reviews the progress made since the KCP's production. It covers:

- The impact Covid-19 has had on the County Council's ability to deliver the additional provision planned in the KCP 2021-25.
- A review of forecasting accuracy.
- The progress in implementing the expansion of school places for September 2021 in mainstream and special schools.
- Progress towards our school admissions targets.
- A brief update on the Capital Budget.

1.3 In summary, this Review demonstrates that:

- Covid-19 has continued to impact on the County Council's ability to deliver new school places for September 2021, the mitigation that we need to put in place for September 2021 could cost the County Council in the region of £3.1m.
- For September 2021, we required fewer permanent and temporary places in both the primary and secondary phases than anticipated. We commissioned 0.3FE permanent primary school places, 30 temporary Year R places, 6.5FE permanent secondary school places and 260 temporary Year 7 places.
- The pressure for additional specialist places has been greater than anticipated. 120 places have been commissioned for September 2021 in special schools or specialist resource provisions. The number of places commissioned in the Independent Non-maintained Specialist sector also continues to rise at a significant rate.
- At a Countywide level, our pupil forecasts were very accurate being within the +/-1% target we set ourselves. We over forecast Year R pupils by 0.3% and total primary rolls by 0.5%. Year 7 pupils were over forecast by 0.9% and Year 7-11 over forecast by 0.3%. The detailed forecasting accuracy is set out in section 5.
- As of October 2020, surplus capacity was 11.7% in Year R and 7.6% across all primary school year groups. This is higher than the previous year (11.0% and 6.7% respectively). In some planning groups, high levels of surplus provision are impacting with schools having to restructure. Surplus capacity across the secondary school sector is at 4.1% in Year 7 and at 5.7% across all years. This is a slight increase on the previous year.
- As of National Offer Day 2021, 89.2% of parents secured their 1st preference primary school place for September 2021, this is slightly below the target of 92%. 95.6% secured their 1st or 2nd preference which is above the target of 95%.
- At secondary level 69.7% secured their 1st preference against the target of 76%. 83.8% secured their 1st or 2nd preference which is slightly below the target of 85%.
- There is a need to review the planned capital expenditure as we are reaching a point where the only option for additional places in the both the mainstream and specialist school sectors could be to add new provision with the consequential impact this would have on the Capital Budget in the medium and longer term.

2. The Impact of Covid-19 on the commissioning of school places

- 2.1 22 separate school projects are in the process of being delivered for the 2021-22 academic year. Since the first lockdown initiated in March 2020, contractors have worked with KCC to ensure any delay is minimal. They have instigated lots of new initiatives to ensure safety on site, and to make sure that any delays can be mitigated. However, there have been delays in planning application committees which has impacted on our plans. We are trying to mitigate any consequential delays to the delivery of new schools and school expansions and any requirements for modular provisions. The Area Education Officers (AEOs) and their teams, alongside colleagues in Property and school leaders have looked at all options to mitigate any delays and ensure that there is sufficient provision to accommodate all pupils. 8 of the 22 projects have been mitigated at nil cost due to the work of AEOs, property and the goodwill of schools. We have had to

programme some modular allowance where schools who are self-delivering projects have encountered delays and therefore require additional accommodation until the project is delivered. In some cases, modular classrooms that were due to be replaced will be kept longer than anticipated. We estimate that the delays due to Covid-19 for the projects due to be delivered in 2021-22 will cost in the region of £3.1m. However, the cost of materials is increasing at a fast rate and could well impact on this figure going forward.

3. Progress in Expanding the Number of School Places

- 3.1 Changes to the number of school places available happen for a variety of reasons. KCC commissions both temporary and permanent places, schools which are their own admissions authorities may offer places above their published admissions numbers (PAN), and temporary places available in one year may not be available in subsequent years.
- 3.2 For admission in September 2021, there were 19,788 Year R places available, 58 more than the previous year. Within the secondary sector 19,908 Year 7 places were available, 489 more than the previous year. Not all the additional places were commissioned by KCC. The ability for schools to self-determine temporary increases above their published admission number without recourse to the Local Authority adds to the complexity of place planning in the medium and longer term.
- 3.3 The pressure for special school places continues to grow. 82 additional places were planned in KCC maintained special schools for September 2021. However, due to the increasing pressure for specialist places some additional provision has been required with 120 additional places being commissioned in our maintained schools. The increasing number of places commissioned in Independent Non-maintained Specialist Provision shows no signs of slowing down. As of January 2021, this totalled 1,266 places, an increase of 191 places from January 2020. This is an increase of 18% over the year. 552 of these independent placements were for ASD and 475 for SEMH.
- 3.4 Figure 3.1 summarises new primary and secondary places identified in the 2021-25 Commissioning Plan as needing to be commissioned by September 2021 and compares this to the places delivered¹, as Figure 3.2 does for specialist places. Figures 3.3 to 3.5 set out any variation between what was planned to be commissioned for September 2021 and what was commissioned.

Figure 3.1: Comparison of the Year R and Year 7 commissioning intentions for September 2021 with places delivered

	Primary		Secondary	
	Permanent Year R	Temporary Year R	Permanent Year 7	Temporary Year 7
Need identified in Plan	2.3FE	30	7.5FE	375
Places delivered	0.3FE	30	6.5FE	260

¹ Delivered in the case means that additional provision should be in place for September 2021.

	Primary		Secondary	
	Permanent Year R	Temporary Year R	Permanent Year 7	Temporary Year 7
Difference	-2FE	0	-1FE	-115

Figure 3.2: Comparison of the specialist provision commissioning intentions for September 2021 with places delivered

Need identified in Plan	82
Places delivered	120
Difference	+38

Figure 3.3: Variations between the commissioning intentions for primary school provision by September 2021 and delivery

District	Planning Group	To be Commissioned by 2020-21	Variation	Reason	Impact
Dartford	Dartford North	1FE expansion	Not commissioned	The preference figures indicated that there was a significant surplus that removed the need.	No negative impact as there were sufficient places for National Offer Day
Dartford	Dartford East	1FE expansion	Not commissioned	The preference figures indicated that there was a significant surplus that removed the need.	No negative impact as there were sufficient places for National Offer Day

Figure 3.4: Variations between the commissioning intentions for secondary school provision by September 2021 and delivery

District	Planning Group	To be Commissioned by 2020-21	Variation	Reason	Impact
Canterbury	Canterbury and Faversham Selective	Up to 30 Year 7 places	Not commissioned	A selective school offered over PAN which meant there were sufficient selective places.	No negative impact as all children grammar assessed were offered a place at a grammar school.
Canterbury	Canterbury Non-Selective	No provision was planned	45 temporary places commissioned at Archbishops School	Additional places required for offer day to ensure sufficient secondary school places in Canterbury.	A positive impact as there were sufficient secondary places for National Offer Day.
Thanet	Thanet Non-Selective	Up to 30 Year 7 places	Not commissioned	Additional places not required.	No negative impact as there were sufficient secondary places for National Offer Day.
Thanet	Thanet Selective	Up to 30 Year 7 places	Not Commissioned	Additional places not required.	No negative impact as all children grammar assessed were offered a place at a grammar school.

District	Planning Group	To be Commissioned by 2020-21	Variation	Reason	Impact
Gravesham	Gravesham and Longfield Non-Selective	1.5 FE expansion	0.5FE commissioned	0.5FE offered sufficient additional provision.	No negative impact as the 0.5FE ensure sufficient provision was available for National Offer Day.
Sevenoaks	Sevenoaks and Borough Green Non-Selective Planning Group	Up to 60 Year 7 places	35 places were added	Site constraints limited the additional temporary provision to 35 places which was sufficient.	No negative impact as 35 places were sufficient to meet the local need for National Offer Day.

Figure 3.3: Variations between the commissioning intentions for specialist provision by September 2021 and delivery

District	To be Commissioned by 2020-21	Variation	Reason	Impact
Folkestone and Hythe	14 place SRP	Delayed until 2022.	Further surveys were and are still required to fully understand the costs of the project prior to any decision to proceed.	Pressures for specialist ASD places continue to be seen in this part of the County. The delay in commissioning additional ASD places could lead to pupils having to travel further to access the appropriate provision.
Gravesham	15 place primary SLCN provision in Northfleet	Delayed until 2022	The accommodation for the SRP is in place at Springhead Park Primary School and will open in September 2022. This is to allow the school the appropriate time to engage specialist staff who can run the setting.	The delay in commissioning additional SLCN places could lead to pupils having to travel further to access the appropriate provision.
Folkestone	8 SEMH Year 7 places at Goldwyn Folkestone	Places were not planned in KCP	The pressure for additional special school places was greater than anticipated.	Positive impact as more pupils will be able to access a school place appropriate to their needs.
Ashford	8 Year R PSCN places and The	Places were not planned in KCP	The pressure for additional special school places was	Positive impact as more pupils will be able to access a school place appropriate to their

District	To be Commissioned by 2020-21	Variation	Reason	Impact
	Wyvern School		greater than anticipated.	needs.
Maidstone	20 Year R PSCN places at Five Acre Wood	Places were not planned in KCP	The pressure for additional special school places was greater than anticipated.	Positive impact as more pupils will be able to access a school place appropriate to their needs.
Canterbury	12 PSCN Year R places and St Nicholas School	Places were not planned in KCP	The pressure for additional special school places was greater than anticipated.	Positive impact as more pupils will be able to access a school place appropriate to their needs.
Swale	12 Year R places and 7 Year 7 places at Meadowfield School	Places were not planned in KCP	The pressure for additional special school places was greater than anticipated.	Positive impact as more pupils will be able to access a school place appropriate to their needs.

4. Increase in the Number of Academy Schools

4.1 There has been a small increase in the number of academy schools operating in Kent. As of April 2021, there were 273 academies in the County.

5. Forecasting Accuracy

5.1 The KCP sets out school based forecast roll numbers by planning groups at both primary and secondary school levels. The overall forecast numbers are accurate within +/-1% at a County level in respect to both school-roll based and pupil residence-based numbers.

5.2 Figures 5.1 to 5.4 set out the school based forecast primary and secondary school rolls for 2020-21 and compare these to the actual school rolls as of October 2020. The target is to be accurate to within plus or minus 1% at County level. Figures 4.1 to 4.4 show that:

- Year R rolls were over forecast by 0.3% / 56 pupils.
- Years R-6 rolls were over forecast by 0.5% / 669 pupils.
- Year 7 rolls were over forecast by 0.9% / 157 pupils, and
- Years 7-11 rolls were over forecast by 0.3% / 226 pupils.

This demonstrates a high level of forecasting accuracy at a County level. However, there are variations across the districts. Where school based forecasts are under or over forecast by +/-1% and 30 pupils we look at the resident based forecasts. If that is also outside of the accuracy measure, we look further into the factors.

5.3 For primary, there were three districts where Year R school based forecast were outside the +/-1% and 30 places (Thanet, Dartford and Folkestone and Hythe). Across Years R-6, three districts were over forecast by more than +/-1% (Folkestone and Hythe, Dartford and Thanet). In all cases the resident based forecasts were within our tolerances and this is simply that the distribution of pupils within the schools in the Districts had changed from what was forecast.

5.4 For secondary, there were nine districts where Year 7 school based forecasts were outside the +/-1% and 30 pupils. In three of these cases, Dartford, Dover and Tonbridge and Malling the resident based forecasts were also outside of the tolerances. In each case this was due to fewer Year 6 pupils transferring into the district/borough schools than had been forecast. Further work will be required to understand why this was the case. Across Years 7-11 two districts were over or under forecast by +/-1% (Tonbridge and Dover). The resident based forecast for Tonbridge and Malling were also outside our tolerances. This was due to a reduction in the cohort survival rate which in essence means that the existing cohort reduced further than forecasts suggested they would.

5.6 Forecasting methodology incorporates a weighted migration factor across all year groups, a transition factor that forecasts the Year R roll and the Year 7 roll based on resident preschool, Year 6 numbers respectively and travel to school patterns. All factors are based on historic trends at a planning group level. Occasionally the migration into a planning group or the transition from one school phase to another can be significantly higher or lower than expected. This in addition to a change in the published admissions number or the popularity of a school, can have a significant impact on the forecasts for a district. What we do not know is if the

pandemic has had any lasting impact on the numbers of pupils in schools (we know that there has been an increase in the number of families choosing to elective home educate) or if traditional travel to learn patterns, particularly in the secondary sector have changed because of the pandemic.

- 5.8 Further investigation is being undertaken across all districts where the variance was outside the expected level of tolerance and changes to the transition and migration factors will be made should the need arise.

Figure 5.1: Comparison of Year R forecast v October 2020 roll

District	Forecast Year R roll (2020/21)	Actual Year R roll Oct 2020	Difference (forecast less actual)	% variance (%)
Tonbridge & Malling	1,566	1,595	-29	-1.8
Canterbury	1,362	1,383	-21	-1.5
Swale	1,867	1,882	-15	-0.8
Maidstone	1,946	1,959	-13	-0.7
Sevenoaks	1,323	1,330	-7	-0.5
Ashford	1,517	1,517	0	0.0
Gravesham	1,365	1,363	2	0.1
Dover	1,163	1,151	12	1.0
Tunbridge Wells	1,190	1,178	12	1.0
Thanet	1,523	1,486	37	2.5
Dartford	1,613	1,571	42	2.7
Folkestone & Hythe	1,126	1,090	36	3.3
Kent Totals	17,561	17,505	56	0.3

Figure 5.2: Comparison of Primary (Year R-6) forecast v October 2020 roll


District	Forecast primary roll (2020/21)	Actual primary roll Oct 2020	Difference (forecast less actual)	Over / under forecast (%)	
Gravesham	9,699	9,743	-44	-0.4	 Under forecast
Canterbury	10,333	10,352	-19	-0.2	
Tunbridge Wells	8,647	8,638	9	0.1	
Swale	13,065	13,051	14	0.1	
Ashford	10,956	10,931	25	0.2	
Maidstone	13,725	13,643	82	0.6	
Sevenoaks	9,569	9,508	61	0.6	
Tonbridge & Malling	11,614	11,532	82	0.7	
Dover	8,503	8,430	73	0.9	
Folkestone & Hythe	8,316	8,228	88	1.1	
Dartford	11,126	10,982	144	1.3	
Thanet	11,055	10,901	154	1.4	
Kent Totals	126,608	125,939	669	0.5	Over forecast

Figure 5.3: Comparison of Year 7 forecast v October 2019 roll



District	Forecast Year 7 roll (2020/21)	Actual Year 7 roll Oct 2020	Difference (forecast less actual)	Over / under forecast (%)	
Ashford	1,585	1,653	-68	-4.1	 Under forecast
Maidstone	2,166	2,221	-55	-2.5	
Canterbury	1,627	1,658	-31	-1.9	
Gravesham	1,492	1,504	-12	-0.8	
Sevenoaks	559	550	9	1.6	
Tunbridge Wells	1,591	1,566	25	1.6	
Swale	1,769	1,732	37	2.1	 Over forecast
Thanet	1,548	1,505	43	2.8	
Tonbridge & Malling	1,851	1,800	51	2.9	
Dartford	1,938	1,878	60	3.2	
Dover	1,333	1,281	52	4.1	
Folkestone & Hythe	1,160	1,113	47	4.2	
Kent	18,619	18,461	158	0.9	

Figure 5.4: Comparison of Year 7-11 forecast v October 2020 roll

District	Forecast Secondary roll (2020/21)	Actual Secondary roll Oct 2020	Difference (forecast less actual)	Over / under forecast (%)	
Sevenoaks	2,597	2,622	-25	-1.0	Under forecast
Maidstone	10,240	10,312	-72	-0.7	
Gravesham	7,098	7,130	-32	-0.5	
Ashford	7,427	7,460	-33	-0.4	
Canterbury	7,742	7,768	-26	-0.3	
Swale	8,374	8,365	9	0.1	
Tonbridge & Malling	8,654	8,612	42	0.5	Over forecast
Thanet	7,185	7,148	37	0.5	
Folkestone & Hythe	5,400	5,366	34	0.6	
Dartford	8,794	8,728	66	0.8	
Tunbridge Wells	8,056	7,940	116	1.5	
Dover	6,163	6,053	110	1.8	
Kent	87,730	87,504	226	0.3	

6. Progress in Achieving the Targets

- 6.1 The targets which relate to providing sufficient school places are set out in 'Vision and Priorities for Improvement 2018-21.'
- 6.2 The target is to maintain 5% surplus places in both primary and secondary schools. Maintaining sufficient surplus capacity in schools across a planning group is essential both to meet increased demand, and to enable parental preferences to be met. However, as most of the school funding is pupil led, too great a surplus of places can cause viability issues for schools.
- 6.3 Figure 6.1 shows that surplus capacity in Reception classes across Kent is at 11.7% and for all primary aged pupils it is 7.6%. This is an increase on the previous year. We expect the number of surplus places to fall if housing comes forward as planned. Surplus primary school capacity across a district may mask pressures within specific planning groups. Where pupil numbers do not increase and surplus capacity is forecast to remain high, we will work with headteachers of both maintained schools and academies to look at ways to reduce surplus capacity. This could be through the reduction in pupil admission numbers and/or the removal/re-designation of temporary classrooms.
- 6.4 Surplus capacity in Year 7 across Kent is at 4.1%. Across Years 7-11 it is at 5.7%. The surplus capacity at Year 7 being below the 5% threshold is expected due to the increased numbers of primary aged pupils transferring to secondary schools. Year 7 numbers are expected to peak around 2023-2024 before falling back. We therefore need to balance the commissioning of permanent and temporary secondary places so that we are not over commissioning permanent places leaving schools with a legacy of excess surplus places.

Figure 6.1: Surplus capacity in mainstream schools as of October 2020

October 2020		
District	% Year R	% Years R-6
Ashford	10.0	6.5
Canterbury	13.5	7.4
Dartford	8.8	3.9
Dover	13.8	10.8
Folkestone & Hythe	17.6	9.2
Gravesham	11.3	5.1
Maidstone	8.0	4.7
Sevenoaks	14.9	11.8
Swale	10.0	8.4
Thanet	14.6	11.0
Tonbridge & Malling	9.8	7.1
Tunbridge Wells	11.2	6.4
Kent	11.7	7.6
District	% Year 7	% Years 7-11
Ashford	-0.2	5.5
Canterbury	0.9	3.3
Dartford	2.2	3.9
Dover	7.5	10.3
Folkestone & Hythe	6.9	3.9
Gravesham	2.9	0.6
Maidstone	5.9	5.8
Sevenoaks	-1.9	1.8
Swale	4.8	5.9
Thanet	-2.1	4.6
Tonbridge & Malling	9.6	11.3
Tunbridge Wells	7.1	7.0
Kent	4.1	5.7

- 6.4 We set targets for the percentage of families securing their first preference school for entry in September 2021. For primary schools, the target was 92% and on National Offer Day 89.2% of parents secured their first preference. For secondary schools, the target was 76% and 69.7% of parents secured their first preference.
- 6.5 The target for first and second preferences for both primary and secondary schools was 95% and 85% respectively. This year 95.6% secured their first or second preference in a primary school and 83.8% of parents secured their first or second preference at a secondary school.

7. Capital Funding

- 7.1 Since the KCP was published the Basic Need (BN) Allocation has been announced with KCC allocated £20.2m for the 2022-23 academic year. The basis of allocation is to add a third year of funding to a rolling three-year funding allocation. To put this into context, the £20.2m would be insufficient to fund one 6FE secondary school.
- 7.2 Basic need funding provides for mainstream school places only. We have seen a significant rise in the need for new specialist places in the last few years. This is adding significant pressures on the Capital Budget. We have received some additional capital funding for the specialist sector with £11.2m from the Special Provision Capital Fund and £6.6m from the High Needs Provision Capital Allocation. Both funding streams have already been allocated towards projects.

With a new 240 place special school costing in the region of £20m the funding received from Government is insufficient to meet the rapidly growing need.

- 7.3 As ever, commissioning the additional school places required will rely on a combination of the BN funding, developer contributions and prudential borrowing, particularly in regard of the specialist sector. Area Education Officers consistently take a prudential approach to balancing out the need for additional school places against the cost that adding new places will have to KCC's capital budget. We have managed to keep costs down for several years by finding alternative lower cost solutions, adding temporary rather than permanent places and pushing back new schools as far into the future as is possible. We are at a point where new provision is the only option with the consequential need for higher levels of capital funding to ensure the Local Authority can meet its statutory duty regarding the provision of sufficient school places.

8. Recommendations:

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

- the progress achieved and to consider the report prior to the next version of the Commissioning Plan published in November 2021
- the need to review planned capital expenditure on school places (detailed report to follow).

9. Background Documents

- 9.1 Vision and Priorities for Improvement 2018-21:
https://www.kelsi.org.uk/_data/assets/pdf_file/0008/68498/Children-Young-People-and-Education-Vision-and-Priorities-for-Improvement-2018-2021.pdf
- 9.2 Kent Commissioning Plan for Education Provision 2021-25:
https://www.kent.gov.uk/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

Report Author and Relevant Director:

- Lee Round
- Area Schools Organisation Officer (South)
- 03000 412309
- Lee.Round@kent.gov.uk

- Christine McInnes
- Director of Education
- 03000 418913
- Christine.McInnes@kent.gov.uk

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EXECUTIVE DECISION

From: **Sue Chandler, Cabinet Member for Integrated Children’s Services**

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

To: **Children, Young People and Education Cabinet Committee – 30 June 2021**

Subject: **Non-Maintained and Independent Special School (NMISS) Commissioning Strategy**

Key decision **Overall service value exceeds £1m and affects more than two Electoral Divisions**

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary:

This report presents to the Children, Young People and Education Cabinet Committee a more co-ordinated approach to securing placements for children in Non-Maintained Independent Special Schools.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children’s Services on the proposed decision (attached as Appendix A) to:

A) Implement a Dynamic Purchasing System to procure Non-maintained and Independent Special School (NMISS) placements; and

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE.

1. Introduction

1.1 Non-maintained Independent Special School (NMISS) placements form part of the wider Special Educational Needs and Disabilities (SEND) Service and are required to fulfil KCC’s statutory responsibility to provide suitable education for all students. NMISS placements have not previously been strategically

commissioned and the spend is increasing year on year. There is a need for a strategy to commission placements in a consistent manner, with mechanisms to enable KCC to monitor quality, improve outcomes and ensure placements offer best value for money.

- 1.2 The SEND Written Statement of Action (WSoA) and forthcoming Strategy for Children and Young People with SEND 2021-24 aim to address the increasing need for special school placements. This will be done through inclusion work with Kent's mainstream schools and a review of the Education, Health and Care Plan (EHCP) process. However, there will continue to be a short-term increase in required NMISS placements. Longer term it is expected the requirement for these placements will reduce, but there will remain a need for these placements and for the placements to be commissioned in a consistent way with suitable contract management.
- 1.3 The proposed strategy will implement standard contract terms, a Dynamic Purchasing System and tools for future modelling and value analysis.

2. Current Arrangements

- 2.1 Currently, KCC spot purchases NMISS placements. This means costs and terms are inconsistent and lack transparency.
- 2.2 The following table presents the types of placements KCC made for CYP with EHCPs in 2018-19:

2018-19	Number of Schools	Number of Placements
NMISS, including Special Post 16 Institutions	109	1016 (18%)
Maintained Special Schools owned by other LAs	23	129 (2%)
Maintained, or academy, special schools	23	4422 (80%)
Total	155	5567

- 2.3 On average a NMISS placement cost £36,899.01 per pupil per annum in 18-19 and a maintained special school cost £25,399.01 per pupil per annum in 19-20. Different data sources were used for these figures hence the difference in years available, however any variation between consecutive years would be minimal.
- 2.4 The average cost of NMISS placements is 45% more than a maintained special school placement. This will include property costs that a KCC placement does not show in the comparison data available.
- 2.5 Analysis of the top ten suppliers, based on 20-21 forecast spend, is summarised below:

School	Total Education Cost	Number of Pupils	Average Education Cost Per Pupil	Capacity (August 2020)	KCC placement as percentage of capacity
Heath Farm	£4,026,232.55	74	£54,408.55	106	69.8%

School					
Ripplevale School	£3,793,985.05	112	£33,874.87	125	89.6%
West Heath School	£2,913,687.99	54	£53,957.18	150	36.0%
Meadows School	£2,466,445.81	55	£44,844.47	90	61.1%
Trinity School and College	£2,052,580.92	74	£27,737.58	170	43.5%
Hope View School	£1,811,446.58	71	£25,513.33	130	54.6%
Helen Allison School	£1,634,721.27	32	£51,085.04	83	38.6%
Caldecott Foundation School	£1,517,083.32	28	£54,181.55	65	43.1%
ISP School (Kent)	£1,331,286.36	33	£40,342.01	42	78.6%
Great Oaks Small School	£1,273,188.00	39	£32,645.85	40	97.5%

- 2.6 Notably, KCC placed students can amount to as much as 97.5% of the total capacity of a school. This suggests strategic relationships could improve cost and performance management of these arrangements.
- 2.7 A Dynamic Purchasing System (DPS) is a type of Framework contract that allows other providers to join throughout the term of the contract, as long as certain criteria are met. The proposed DPS would utilise the light touch regime to purchase placements in block as well as individually and can be broken down into lots based on different criteria. This allows for strategic relationships to be developed and for KCC to shape provision through setting criteria. A DPS would be compliant with the Public Contract Regulations (PCR) 2015.

3. Options Appraisal

3.1 The following table sets out the options considered, along with the advantages, disadvantages and risks of each option:

Option	Advantages	Disadvantages	Risks
1 – Do nothing	<ul style="list-style-type: none"> • Requires no staff/resource change. • Processes already established. • 	<ul style="list-style-type: none"> • Non-compliant (PCR 2015). • Little to no control over costs and quality of placements. • Limited information received from providers/lack of transparency regarding placements. • Inconsistent monitoring and outcomes for CYP. • Placements continue to be made which may not be appropriate for the student. • Providers continue to form relationships that can unduly influence transitions and/or only accepting places on conditions outside of KCC's expectations. 	<ul style="list-style-type: none"> • Costs continue to increase exponentially, on a place-by-place basis and in total due to increasing numbers of places required. • Placements continue to be inequitable (schools providing provision not included in the EHCP) which carries a reputational risk to KCC if parents/the public were to be made aware. • Placements ending poorly and/or KCC being poorly informed regarding issues is a potential reputational risk for
2 – Establish a Qualified Provider List (QPL)	<ul style="list-style-type: none"> • Spend is compliant with PCR 2015. • Limited disruption to status quo • Would establish standard terms and conditions for all providers, improving contract management tools and remedies available. • KCC has improved influence through the contractual arrangements versus 'Do Nothing'. • Ensures minimum standard of 	<ul style="list-style-type: none"> • Resources needed to set up the QPL and for the on-going management of providers. • If selection solely on quality, it may not provide clarity of costs charged. • Market engagement essential to ensure providers are well informed of requirement. • Cannot control costs once QPL has been let. • Better suited to stabilising markets, rather than influencing. 	<ul style="list-style-type: none"> • With the current market the pricing being set at tender may be a disadvantage rather than an advantage as providers are setting pricing currently. • If the market fluctuates and prices lower, pricing being set at tender can become a disadvantage. • Providers do not want to engage. • Prices could still rise without

	<p>provider capability.</p> <ul style="list-style-type: none"> •Ease of provider selection •Simpler contracting method for smaller providers. •Flexibility in selection process for place on list. •Improved monitoring and quality of outcomes for CYP. 	<ul style="list-style-type: none"> •Does not enable more strategic conversations to take place. 	<p>KCC input after contract award.</p> <ul style="list-style-type: none"> •Contract management tools not robust enough for marketplace such as NMISS.
<p>3 – Establish a Dynamic Purchasing System (DPS) Recommended Option</p>	<ul style="list-style-type: none"> •PCR 2015 light-touch regulations permit contract to be adapted to meet the needs of SEND/the marketplace. •Reviews of standards can be set for regular intervals. •Processes for quality assurance (outcome monitoring) and pricing (price increases/transparency over costs) can be built into terms and conditions. •Limited disruption to delivery of current services. •Allows new entrants into the market to be added to DPS. •Providers required to pass a minimum capability standard. •Can split into lots to accommodate different specialisms, or locations. •Enables competitions through providers bidding for opportunities, this mechanism can be defined to work in a manner suitable for the service. •There is an opportunity to 	<ul style="list-style-type: none"> •Resources needed to set up the DPS and for the on-going management of providers. •Grouped contract awards need to be published in OJEU/Find a Tender System. •Market Engagement needed to ensure providers are engaged with process. •If lot structure is incorrect it can affect the efficacy of call-offs. •If spot-purchased spend continues it can undermine the viability of the DPS. •Quality threshold for ‘strategic’ lot needs to be robust to allow better schools to pass but discourage poorer quality schools. 	<ul style="list-style-type: none"> •Providers do not want to engage/refuse to join the DPS which may be essential to providing appropriate placements for students, leaving KCC no option but to contract outside of it. •If not coordinated with policy for maintained provision, it will be difficult to influence and shape the market to deliver services we need with sufficient capacity to cover the ‘gaps’ in maintained provision.

	<p>stimulate the market.</p> <ul style="list-style-type: none">•Spend is compliant with PCR 2015.•Standard terms and conditions in place for all call-offs.•More robust contract management tools and remedies available to manage provider performance.•Raises the standard of professional capability of providers; those that do not meet this level still have the chance to improve and be included on DPS in future.•Still enables parental choice or Tribunal judgements to be placed directly at schools on DPS.•Create additional lot with different quality threshold, terms and conditions adapted to allow strategic negotiations directly with suppliers in this lot.•Link conversations with suppliers to Predictive Modelling Tool to manage capacity within marketplace to meet gaps in maintained provision.•Greater influence over development of capacity in schools to those types of provision that are required.•Improved monitoring and quality of outcomes for CYP.		
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<p>4 - Increase internal provision (SRPs/maintained special school places)</p>	<ul style="list-style-type: none"> •Offers KCC greater influence on quality and cohort organisation/placements (KCC could direct placements). •Transparency of costs and surplus, if applicable, reinvested in schools, i.e., not-for-profit charitable trusts. •Spend is compliant with PCR 2015. 	<ul style="list-style-type: none"> •Government process and strategy regarding creating further maintained provision is limited and approval takes a long time, as does the process of building and opening provision. •Provision can be inflexible and creating it is resource intensive so it is not easily decommissioned. •Increasing the capacity of existing provision involves a statutory process so cannot be done quickly. 	<ul style="list-style-type: none"> •Increasing internal provision which may not be required once work from other workstreams takes effect.
<p>5 – Flexi-block contracts/bespoke arrangements with providers</p>	<ul style="list-style-type: none"> •Processes for quality assurance (outcome monitoring) and pricing (price increases/transparency over costs) can be built into terms and conditions. •Reviews of standards can be set for regular intervals. •Limited disruption to status quo. •Limited disruption to delivery of current services. •Providers required to meet certain standards to be considered for a flexi-block arrangement (and contract require standards to be maintained). •Spend is compliant with PCR 2015. •More robust contract management tools and remedies available to manage provider performance. 	<ul style="list-style-type: none"> •Resources needed to set up the contracts and for the on-going management of providers. •Market Engagement needed to ensure providers are engaged with process. •May not meet KCC’s needs long term/reflect the changes the WSoA work will cause which are currently difficult to quantify. •KCC could pay for vacant placements if capacity not used in a planned way. •No strategic overview of the whole market – restricted to influencing relationship with specific schools. •Difficulty in influencing development of capacity for those schools not engaged with. •No improvement in contractual relationship with those schools not engaged with. 	<ul style="list-style-type: none"> •Providers do not want to engage/refuse to negotiate a flexi-block. •Committing to contracts/arrangements which are not flexible enough to reflect KCC’s changing needs. •Being committed to funding existing placements if a school falls below minimum standards, contract needs to provide robust contract management clauses in this scenario.

	<ul style="list-style-type: none"> •Raises the standard of professional capability of providers; those that do not meet this level are encouraged to do so to have a flexi-block contract or bespoke arrangement with Kent. •Reduced risk to schools should ease pressures and provide better value for KCC. •Quick to arrange with top providers. •Offers stability of placements for children and young people. •Less time will be spent negotiating on an individual basis saving resource in the long term. 		
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- 3.2 The recommended option is Option 3, a DPS, as it is considered a suitable and proportionate commissioning introduction to this market. Whilst some of the other routes could be explored, they would be better suited to a more developed relationship, making sure the market is more mature and able to tender for opportunities. Commissioning a DPS stabilises the marketplace and establishes a different relationship between KCC and this sector, which can be built on in future opportunities.
- 3.3 Stakeholder engagement has already commenced with market engagement informing the choice to use a DPS specifically. Parental engagement will be undertaken to inform the specification.

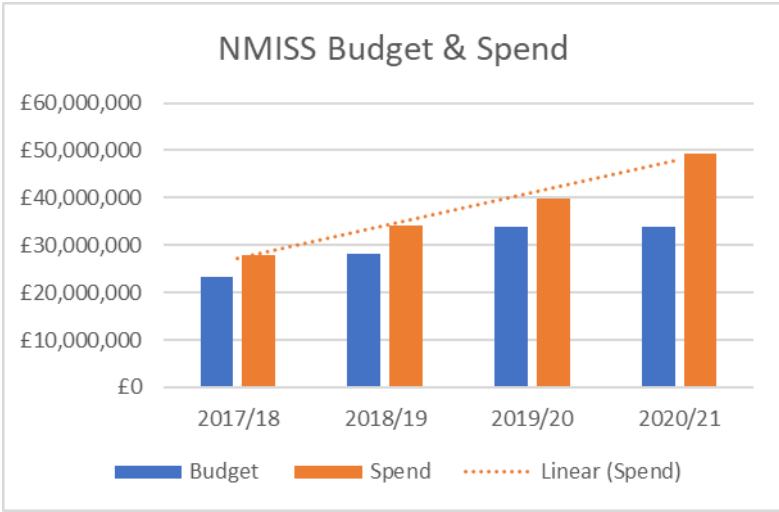
4. Financial Implications

4.1 The spend per annum for NMISS placements has been increasing significantly over the last four years to a current total of £49,244,606.

4.2 The budget and spend per financial year:

Financial Year	Budget	Spend
2017/18	£23,370,700	£27,911,115
2018/19	£28,044,300	£34,167,515
2019/20	£33,768,800	£39,772,645
2020/21	£33,768,800	£49,244,606

The trend is shown in this chart:



4.3 The placements fall under the Special Educational Needs & Psychology Services key service line within Special Educational Needs and Disabilities (SEND) Division budget, line 65 in the 2021/22 KCC Budget.

4.4 The KCC School's Commissioning Plan forecasts demand for NMISS placements increasing in the short-term, meaning total cost will increase short-term. The proposed DPS aims to reduce individual placement costs through baseline analysis, strategic negotiation and standard terms and conditions controlling price increases.

4.5 Longer term, it is expected this contract will standardise costs and ensure placements are the best value for money. Additionally, other work to reduce KCC's reliance on the NMISS sector will increase competitiveness in the market to reduce costs further.

5. Legal implications

5.1 Kent County Council has a statutory responsibility under The Education Act 1996 to provide education for all children and young people (CYP) until the age of 19, or 25 for those with Education, Health and Care Plans (EHCPs). Associated legislation includes The Children and Families Act 2014, the SEN Code of Practice (2015), the Equality Act 2010 and The Special Educational Needs and Disabilities Regulations 2014.

- 5.2 Within this statutory framework, KCC is commissioning placements for CYP with EHCPs whose needs cannot be met in mainstream schools or maintained special schools with the aim to implement a new consistent, quality driven process.
- 5.3 This work is taking place as a result of the Ofsted and Care Quality Commission (CQC) joint review of SEND provision for Kent CYP and the resulting WSoA KCC implemented to address the concerns of the review. The commissioning of NMISS placements is a result of several areas found lacking in the review which are addressed through the following workstreams of the WSoA:
2. Inclusive Practice and the Outcomes, Progress and Attainment of Children and Young People
 3. Quality of Education, Health and Care Plans
 4. Joint commissioning and governance

Kent Local Area SEND Written Statement of Action 2019
(https://www.kent.gov.uk/_data/assets/pdf_file/0008/99719/SEND-Written-Statement-of-Action.pdf)

- 5.4 Advice will be sought from the Office of the General Counsel regarding the support required for the development of legally binding, standard terms and conditions in the contract.

6. Equalities implications

- 6.1 An EqIA screening has been completed and found a full action plan was not required. This will continue to be developed and reviewed as this project progresses.

7. Other corporate implications

- 7.1 School placements are within the scope of Education and this project will align with and support Education's Commissioning Plan and upcoming Sufficiency Plan.
- 7.2 A standard approach to placements will be developed as part of this project in conjunction with the SEND Service.

8. Governance

- 8.1 The financial implications are in line with existing spend, with the aim to reduce spend in the long term. Cabinet Committee are asked to delegate decisions on the commissioning process and the implementation of the new contracts to the Corporate Director for Children, Young People and Education.

9. Conclusions

- 9.1 The DPS approach to procuring NMISS placements is the nationally recommended approach. A DPS offers more flexibility in procurement options to encourage more engagement from providers and to adapt to the changing SEND landscape over the next few years.

- 9.2 Commissioning have worked with SEND to identify possible barriers to improving the NMISS placement process and conclude a DPS will enable placements to be made efficiently whilst adapting to pressures such as parental preference.

10. Recommendation(s):

10.1 The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision (attached as Appendix A) to:

- A) Implement a Dynamic Purchasing System to procure Non-maintained and Independent Special School (NMISS) placements; and
- B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE.

11. Background Documents

Equality impact Assessment

12. Contact details

Report Author(s):

Jamie Brooks, Senior Commissioner
03000 419430
Jamie.brooks@kent.gov.uk

Christy Holden, Head of Strategic
Commissioning (Children and Young
People's Services)
03000 415356
Christy.holden@kent.gov.uk

Relevant Director(s):

Mark Walker, Director of SEN,
Disabled Children and Young People
03000 415534
Mark.walker@kent.gov.uk

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Sue Chandler,

Cabinet Member for Integrated Children's Services

DECISION NO:

To be allocated by
Democratic Services

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

Non-Maintained and Independent Special School Commissioning Strategy

Decision:

As Cabinet Member for Integrated Children's Services, in consultation with the Cabinet Member for education and Skills, I agree to:

- A) Implement a Dynamic Purchasing System to procure Non-maintained and Independent Special School (NMISS) placements
- B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE

Reason(s) for decision:

- Decision
 - This decision is required because the total value of the contracts involved will exceed the threshold for a Key Decision.
 - The proposed decision is to implement a Dynamic Purchasing System to enable a more co-ordinated approach to securing placements for CYP in NMISS. This will award contracts to schools after completion of a competitive tender process.
- Background
 - Non-maintained Independent Special School (NMISS) placements form part of the wider Special Educational Needs and Disabilities (SEND) Service and are required to fulfil

KCC's statutory responsibility to provide suitable education for all students. There is a need for a strategy to commission placements in a consistent manner, with mechanisms to enable KCC to monitor quality, improve outcomes and ensure placements offer best value for money.

- Options Appraisal

1. Do nothing
2. Establish a Qualified Provider List
3. Establish a Dynamic Purchasing System (DPS)
4. Increase internal, maintained provision
5. Flexi-block contracts/bespoke arrangements with providers

- Option 3, to create a Dynamic Purchasing System (DPS), is the preferred option as it allows for strategic relationships to be developed. Both block contracts and individual placements can be procured through the DPS in a way compliant with the Public Contract Regulations (PCR) 2015.
- A DPS is a type of framework contract that allows other providers to join throughout the term of the contract, as long as certain criteria are met, and is the DfE recommended approach to procuring NMISS placements.
- A DPS offers more flexibility in procurement options to encourage more engagement from providers and to adapt to the changing SEND landscape over the next few years.
- The proposed decision to establish a DPS would enable KCC to improve outcomes for vulnerable CYP whilst improving the value for money of placements.
- The risks involved with not taking this decision include:
 - continued non-compliant spend (PCR 2015);
 - increasing costs; and
 - inconsistent provision and outcomes for CYP with EHC Plans.

- Strategic Plan

- Through the commissioning of the contract, we will support the following strategic outcomes of KCC:
 - Kent's children have the best start in life and families get the right help and support when they need it; and
 - every young person in Kent gets the education, skills and experiences they need for a successful future.

In addition, this service will support achievement of the following priorities:

- Special Educational Needs and Disability (SEND): We are committed to working in partnership to make the necessary improvements for children and young people with SEND and their families.
- Implementing the Kent Special Educational Needs and Disabilities (SEND) Written Statement of Action Plan: [...] Following the result of our Ofsted and Care Quality

Commission (CQC) inspection in 2019, we are focusing on designing better, more inclusive services to improve the quality of services for children and young people with SEND.

- Support for vulnerable young people: Our role is to champion children, young people, parents and families. We want to improve life chances and close the achievement gap for vulnerable young people.

KCC Strategic Delivery Plan, 2020-23

- Financial Implications

- The spend per annum for NMISS placements has been increasing over the last four years to a current total of £49m.
- The budget and spend per financial year:

Financial Year	Spend
2017/18	£27,911,115
2018/19	£34,167,515
2019/20	£39,772,645
2020/21	£49,244,606

- The placements fall under the Special Educational Needs & Psychology Services key service line within Special Educational Needs and Disabilities (SEND) Division budget, line 65 in the 2021/22 KCC Budget.

- Legal Implications

- Kent County Council has a statutory responsibility under The Education Act 1996 to provide education for all CYP until the age of 19, or 25 for those with EHC Plans. Associated legislation includes The Children and Families Act 2014, the SEN Code of Practice (2015), the Equality Act 2010 and The Special Educational Needs and Disabilities Regulations 2014.
- Continuing with the current arrangements will remain non-compliant with PCR 2015.

- Equalities implications

- An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the proposed decision does not present any adverse equality impact.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee consider the decision on 30th June 2021.

Engagement with parents of students with EHC Plans, namely those currently in special school placements, is planned as part of the procurement process but not the wider public.

Any alternatives considered and rejected:

- Option 1, to do nothing, was discounted because of the increasing spend, which is non-compliant with the PCR 2015, and inconsistent outcomes for students with Education,

Health and Care Plans (EHC Plans).

- Option 2, to establish a Qualified Provider List, was discounted because it would not enable more strategic conversations to take place with schools. A Qualified Provider List is better suited to stabilising markets, rather than shaping them, and it would not provide clarity of costs for placements.
- Option 4, to increase internal, maintained provision, is to be considered alongside the proposed option but the need to manage the NMISS market will remain.
- Option 5, to have flexi-block contracts/bespoke arrangements with providers, can be incorporated into a DPS, so this option was not considered independently.

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

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signed

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date

EXECUTIVE DECISION

From: Shellina Prendergast, Cabinet Member for Education and Skills
 Matt Dunkley CBE, Corporate Director of Children, Young People and Education (CYPE)

To: Children, Young People and Education Cabinet Committee – 30th June 2021

Subject: Increasing capacity within The Education Programme to fulfil SEND's (Special Educational Needs and Disabilities Service) responsibilities for tuition when required

Key decision: Overall service value exceeds £1m and affects more than two Electoral Divisions

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: N/A

Electoral Division: All

Summary:

This report presents to the Children, Young People and Education Cabinet Committee the rationale for increasing capacity for the delivery of one-to-one tuition from The Education Programme, within the Education Directorate, in order to support the majority of 16-year-olds who are referred by the SEND Service as a temporary education provision prior to receiving a special school or other place.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to **CONSIDER** and **ENDORSE**, or **MAKE RECOMMENDATIONS** to the Cabinet Member for Integrated Children's Services on the proposed decision (attached as Appendix A) to:

A) Increase the capacity within The Education Programme to fulfil the SEND (Special Educational Needs and Disabilities) Service's responsibilities to provide education provision for children and young people (CYP) with Education, Health and Care Plans (EHC Plans) who are not attending school; and

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE.

1. Introduction

- 1.1 SEND Service teams require tuition to meet a child's Education, Health and Care Plan's (EHCP) education provision short-term whilst a long-term placement is sought, most often due to a delay in finding a special school place.
- 1.2 There are two distinct types of tuition arrangement utilised by Kent County Council (KCC):
- An internal provision provided by The Education Programme within Fair Access, Education, a programme created to support interim education for permanently excluded CYP but has increasingly supported the SEND Service with providing CYP with EHCPs who are without education.
 - Spot purchased placements with external tuition companies (including small group provision at a tutor's home/group location).
- 1.3 Currently the SEND Service consult with The Education Programme before referring to the external market. There is not a Service Level Agreement (SLA) in place between the SEND Service and Education to describe the service to be delivered; quantities, quality and Key Performance Indicators (KPIs).
- 1.4 The SEND Service spend for tuition in 2019-20 is summarised below:

Table 1	
Provider	Spend
Internal The Education Programme for students requiring longer than 12 weeks ¹	£210,163
External Equivalent standard ² Tuition	£711,086
External Other/Complex ³ Tuition	£706,763
Total	£1,628,012

The internal spend is limited by The Education Programme's current maximum capacity. External spend is currently spot purchased. 2019-20 data has been used rather than more recent data as COVID has impacted the delivery and use of tuition during 2020-21.

The Education Programme

- 1.5 The Education Programme budget currently funds the first 12 weeks a student is placed with them. Additionally, the programme receives funding from the SEND Service for placements longer than 12 weeks.

¹ The Education Programme funds the first 12 weeks of placements from the Education budget, see 1.5.

² Equivalent standard placements are those for under 16-year-olds requiring one to one tuition (i.e., not group tuition or Educated Other Than At School (EOTAS) non-academic provision).

³ Other tuition refers to post-16, group or EOTAS non-academic provision.

1.6 The Education Programme's budget for 2020-21 is comprised of the figures as listed in the table below, including the overspend stated in 1.5:

Table 2		
Source of Funding for The Education Programme	2019/20	2020-21
Dedicated Schools Grant (DSG)	£591,600	£591,600
SEND Funding	£210,163	£292,462
Other Income	£64,374	£24,831
Total Budget	£866,137	£908,893
Underspend (transferred to DSG reserve)	-£51,749	-£28,979
Total Cost	£814,388	£879,914

1.7 In total, for the year 2020-21, The Education Programme cost £879,914 to deliver services as it does presently.

1.8 The following table provides a breakdown of equivalent standard placements and the changes across the period 2017-20:

Table 3			
Year	The Education Programme	External Equivalent Standard Tuition	Total
2017/18	191	57	248
Change 17/18 to 18/19	+2	+4	+6
2018/19	193	61	255
Change 18/19 to 19/20	-67	+29	-39
2019/20	126	90	216

1.9 Although the overall trend in tuition places reduced from 2018-19 to 2019-20, 2019-20 figures were impacted by COVID 19 and it is anticipated that 2020-21 figures will be higher than those of 2018-19.

- 1.10 Impact of COVID 19 - although difficult to predict at this point, we are anticipating increased requirement for tuition as a direct response to the pandemic as emotional based school avoidance is on the increase with some CYP having retreated to their bedrooms and finding it very difficult to reintegrate with schooling.
- 1.11 KCC's current policy is that under 16-year-olds requiring one to one tuition are referred to The Education Programme within Education but current capacity prevents the programme being able to accept all eligible students. Hence there has been year on year growth in the external market for both equivalent standard and other tuition.
- 1.12 This report focusses on the proposal to increase the capacity of The Education Programme, to meet the requirements of the SEND Service for all equivalent standard placements, one to one tuition for under 16 year olds.
- 1.13 However, The Education Programme currently does not offer:
- provision for over 16-year-olds;
 - group tuition;
 - Educated Other Than At School (EOTAS) in non-academic subjects e.g. riding therapy; and
 - formal qualifications such as GCSEs.
- 1.14 There will need to be a further commissioning exercise to scope and understand how best to support these needs, including discussions with The Education Programme regarding potential expansion of their scope if appropriate.

2. Options Appraisal

- 2.1 **Option 1** – Do nothing continue using The Education Programme with its current capacity and spot purchasing with external companies for the additional places required.
- 2.2.1 This option is not recommended as it does not comply with the Public Contract Regulations 2015 and could mean students receive inequitable provision depending on the source of their tuition. This option also limits KCC's ability to shape and control the market to ensure the right capacity and provision is available for students.
- 2.2 **Option 2** – Continue using The Education Programme with its current capacity and formalise external commissioning for the additional places required.
- 2.3.1 This option is not recommended as the spend per student with external providers would remain higher than alternative options and the offer for students would remain inequitable depending upon the source of tuition, growing internal provision (Option 3) allows for better control of quality.
- 2.3 **Option 3 – Recommended Option** to increase The Education Programme's capacity to support the majority of under 16-year-olds requiring one to one tuition by the SEND Service and, through a separate commissioning exercise, formalise arrangements for purchasing externally provided tuition for the other purposes listed under 1.13.

- 2.3.1 The spend on this service would comply with regulations and a formal SLA would be put in place to ensure that there was clarity about purpose and capacity of new service. Provision would be in line with KCC practice, the cost of the service per student will be reduced and the offer for students will be improved.
- 2.3.2 At present, the SEND Service refers all under 16 students without a school place requiring temporary one to one tuition to The Education Programme. The proposed arrangements will enable the programme to accept all referrals of students with capacity above Early Years Foundation Stage (EYFS). The exception will be complex cases, to be defined in the SLA, and further commissioning work is required to determine the best solution for meeting this need.
- 2.3.3 For complex cases, The Education Programme's undertake further risk assessments and discussions between the SEND Service and The Education Programme are held in order to implement provision. This will be considered in the SLA and guidance developed.
- 2.3.4 Increasing the capacity of The Education Programme will improve the process for referring CYP into the service, reducing the time taken from referral to the service starting; the proposed arrangements would allow students to start tuition within a week of being without a placement. To enable this, it is proposed to increase capacity to allow 108 students to be supported simultaneously, and a maximum of 292 over a year allowing for variations in support required.

2.4 The Education Programme's current offer includes:

- emotional wellbeing, which is not available from most of the current external tuition providers. The Virtual Learning Environment (VLE) support includes emotional wellbeing. This is a unique aspect of KCC's VLE;
- blended learning provided through a combination of online and face to face contact hours, as well as the VLE, independent set work, the blend is varied based on the ability of the student; and
- support for students to successfully reintegrate in a school placement towards the end of the tuition period.

2.5 Investing in a fully funded SLA with The Education Programme would allow the service to:

- Accept referrals of students still on roll with a school if the placement had broken down and the student was no longer attending.
- Increase the core offer to a minimum of 9 contact hours, enhanced by the blended learning package. Over the period 2019-20 the current service offered an average of 5 hours contact time and 5 hours online independent study.
- Increase the capacity of the service to meet current demand with flexibility to adapt to future changes – see section 4.

- Additional capacity allows for tuition placements to be made more quickly, reducing the length of time this service is required whilst a young person awaits a placement with a Non-Maintained or Independent Special School (NMISS).
- An SLA can be designed to allow The Education Programme to adapt more easily to manage future changes in demand, the service will have the ability to recruit temporary staff to support increases in year if necessary which will be monitored to determine ongoing capacity needs.
- Joined up work with other areas of the Council, such as SEND Therapies, to ensure students receive the package of support as detailed in their EHCPs. At present therapeutic support can be a gap for students with tuition placements.

2.6 Whilst this provision should be full-time, many students referred to The Education Programme require additional support to be able to access education, the support provided is designed to enable this. Packages are designed to emulate a special school curriculum and timetable, with a combination of face-to-face contact and independent work tailored to the physical and mental health needs of the student.

3. Proposed Increase

3.1 It is expected that tuition requirements will continue to increase because of the COVID 19 pandemic and as the use for NMISS places increases. However, the SEND Service is making the process of finding a long-term placement more efficient which is expected to reduce this increase. With the uncertainty of increase levels, the proposed figures are calculated on maintaining the current levels of placements and the SLA would allow temporary increases as required. Any spare/additional capacity will be utilised to increase the offer for students.

3.2 The following table outlines the analysis of students placed with external providers whose needs could have potentially been met within The Education Programme given additional capacity in 2019-20. It, also, provides a breakdown of those which could not be met under current criteria but could be met with some additional changes to The Education Programme (to be scoped and agreed within the SLA):

Table 4			
Needs could be met under current arrangements with The Education Programme, given additional capacity		Needs could be met under proposed arrangements with The Education Programme	
Yes	114 (56%)		
No	71 (35%)	Yes	33 (16%)
		No	34 (16%)
		Unknown	4 (2%)
Unknown	18 (9%)		
Total	203		

3.3 The increase in the offer for all students, on average, to 9 contact hours, is comprised of 7 hours with a tutor and 2 hours with a Higher-Level Teaching Assistant (HLTA) online/face to face as appropriate. This will be enhanced with an additional 6 hours support through the Virtual Learning Environment

(VLE)/independent set work, giving a total package of 15 hours. The VLE is still under development and not yet at full capacity.

- 3.4 Enhancing the service with the additional proposed cost of £241,746 to increase the capacity of The Education Programme includes increasing the offer to discharge our statutory duty of an appropriate timetable and ensure equity across placements.

4. The Education Programme - Proposed Staffing Changes

- 4.1 The Education Programme's current staffing establishment is as follows:

Role	Current levels Full Time Equivalent (FTE)
Education Programme Co-ordinator	2 (inc. VLE lead)
Lead Officer	1
Tutors Term Time Only (TTO)	14.2
HLTAs TTO	8.7
Administrative Assistant	2

- 4.2 The Education Programme has proposed the following increases in staffing in order to meet demand (to be finalised as part of the Service Level Agreement), a timeline for the implementation of these changes can be found in Appendix C:

Role	Additional levels required FTE	Kent Scheme (KR) Grade	Proposed additional cost⁴
Education Programme Manager	1	12	£65,678
Education Programme Co-ordinator	3	10	£144,621
Tutors TTO	22	8	£607,082
HLTAs TTO	3.5	7	£84,159
Administrative Assistant	2	5	£51,292
Total			£952,832

These figures are based on 2020-21 KCC pay scales, to be comparable with external tuition costs.

- 4.3 The budget for the enhanced service will be comprised of the £711,086 current spot purchased budget with external tuition providers, plus an additional investment of £330,000 to ensure the service can meet demand for tuition and expand its offer.

⁴ including on costs based on pensionable staff at the median level but excluding expenses, actual figures may differ due to rate changes, starting salaries etc.

5. Financial Implications

- 5.1 Enhancing The Education Programme current service offer from 5 to 9 hours contact time per week, combined with increasing capacity (additional 100 pupils), as recommended in Option 3 above, would cost an additional £1,040,000 – see 4.2 for breakdown. The increase in hours would ensure all students are offered suitable hours per week in a consistent manner to fulfil KCC's statutory duty to provide an appropriate timetable and ensure equity across placements.
- 5.2 If compared on a full year costed basis, the new internal provision will cost £18,300 per student whilst external standard placements cost £18,800+VAT per student. Therefore, funding an enhanced internal service for tuition would represent better value for money than continuing with the current arrangement.
- 5.3 The increase in costs is anticipated to be funded from a saving in the use of external providers for standard tuition. In the 2019-20 financial year, a total of £711,086 was spent on the purchase of 90 equivalent standard placements.
- 5.4 The remaining £330,000 proposed cost increase will be funded from future increases in the High Needs block of the Dedicated Schools Grant. It is recognised this will add additional pressure to this budget however this additional funding will enable the of The Education Programme to increase its offer to be more in line with our current externally commissioned offer, to ensure all tuition placements are equitable and to discharge our statutory duty of an appropriate timetable. The overall cost of the service will still be less than if the equivalent service was commissioned externally.
- 5.5 Formalising the relationship between the SEND Service and The Education Programme with an SLA will ensure equitable placements for students and allow wider services to be joined up to provide a package of support for young people awaiting their next placement.
- 5.6 All tuition provided either in-house (by The Education Programme) or externally is funded through the High Needs block of the Dedicated Schools Grant. The total cost to the SEND Service to support the new SLA per financial year is estimated to be £1,250,000 (final figure may vary slightly when SLA is confirmed).
- 5.7 Quarterly and annual reviews will enable longer term capacity, or changes to the core offer to be scoped and understood, including any financial impact.

6. Legal implications

- 6.1 The statutory assessment process requires the nearest appropriate placement be made for pupils with SEN, however a combination of high demand for places and a lack of maintained special school capacity can mean it may be challenging to identify a suitable placement within statutory timescales. Tuition is used to ensure educational provision is available until a placement is secured.
- 6.2 The proposed SLA with The Education Programme would satisfy KCC's statutory duty (S.19 of the Education Act 1996) to ensure suitable education is

provided for children unable to attend school, typically full-time (25 hours) unless a physical or mental health need requires a reduction. The proposal satisfies this requirement as it will reflect the needs of students, as well as improves the current provision by ensuring all students are offered an appropriate timetable with equitable provision.

- 6.3 There are legal implications and requirements regarding services offering education placements which could be deemed to be schools. As The Education Programme is designed to support short-term placements it is unlikely these requirements will need to be met but the service will be monitored to ensure compliance in this area.

7. Equalities implications

- 7.1 The proposals are to extend an existing service which already complies with equality standards.
- 7.2 An EqIA screening has been completed and found a full action plan was not required. This will continue to be developed and reviewed as this project progresses.

8. Other corporate implications

- 8.1 The proposed arrangements will impact Education as The Education Programme is within that Division.
- 8.2 There is ongoing work to resolve the questions on the limits of a short-term placement service, such as The Education Programme, and the legalities and requirements of longer-term placement services or schools. This project will need to align with that work.

9. Governance

- 9.1 Overall budget and responsibility sits within the Children, Young People and Education Directorate, with accountability falling to Matt Dunkley, Corporate Director of CYPE. Mark Walker, Director of SEN, Disabled Children and Young People, holds responsibility for the budget and Christine McInnes, Director of Education, for the service.

10. Conclusions

- 10.1 Currently, The Education Programme provides the majority of one to one tuition placements for under 16-year-olds and the SEND Service spot purchases any additional placements required from the external market due to the capacity limit of The Education Programme.
- 10.2 Over recent years we have seen a steady increase in the use of tuition and this is expected to continue to rise and be impacted by the COVID pandemic. The numbers of emotional based school avoidance have risen and are predicted to continue to rise as some CYP have retreated to their bedrooms and are fearful of returning to schooling. This proposal would allow the SEND Service to manage this demand.

- 10.3 Increasing the capacity of The Education Programme would be cost effective whilst increasing the average offer of a tuition placement to fully discharge KCC's statutory duty. This increase would also mean students could be placed more quickly and efficiently in short-term tuition and allow the SEND Service to manage increase in demand for this service.
- 10.4 An additional investment of £330,000 is needed to ensure The Education Programme is funded to a level to meet demand and to mitigate the need to use the external market for standard tuition. Without this investment, the external market will continue to grow and KCC will have little control over price and quality.
- 10.5 A further commissioning activity is required to understand the additional purchased tuition for students with more complex and bespoke needs, as detailed in section 4.

11. Recommendation(s)

11.1 The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision (attached as Appendix A) to:

A) Increase the capacity within The Education Programme to fulfil the SEND (Special Educational Needs and Disabilities) Service's responsibilities to provide education provision for children and young people (CYP) with Education, Health and Care Plans (EHC Plans) who are not attending school; and

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE.

11. Contact details

Report Authors:

Jamie Brooks, Senior Commissioner
03000 419430
Jamie.brooks@kent.gov.uk

Hilary Alford, County Access to Education Manager
03000 415769
Hilary.alford@kent.gov.uk

Christy Holden, Head of Strategic Commissioning
(Children and Young People's Services)
03000 415356
Christy.holden@kent.gov.uk

Relevant Directors:

Mark Walker, Director of SEN,
Disabled Children and Young
People
03000 415534
Mark.walker@kent.gov.uk

Christine McInnes, Director of
Education
03000 418913
Christine.mcinnis@kent.gov.uk

KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast

Cabinet Member for Education and Skills

DECISION NO:

To be allocated by
Democratic Services

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

SEND Tuition

Decision:

As Cabinet Member for Education and Skills, in consultation with the Cabinet Member for Integrated Children's Services, I agree to:

A) Increase the capacity within The Education Programme to fulfil the SEND (Special Educational Needs and Disabilities) Service's responsibilities to provide education provision for children and young people (CYP) with Education, Health and Care Plans (EHC Plans) who are not attending school; and

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education (CYPE), or other Officer as instructed by the Corporate Director for CYPE.

Reason(s) for decision:

1. Decision

1.1 This decision is required because the total value of the SLA will exceed the threshold for a Key Decision.

1.2 The proposed decision is to increase the capacity within The Education Programme to fulfil the SEND Service's responsibilities for tuition through a Service Level Agreement (SLA).

2. Background

2.1 SEND requires tuition to meet a child's EHC Plan's education provision short-term whilst a long-

term placement is sought, most often due to a delay in finding a special school place.

2.2 There are two distinct types of tuition arrangement utilised by Kent County Council (KCC):

2.3 an internal provision provided by The Education Programme within Fair Access, Education; and

- spot purchased placements with external tuition companies.
- The provision provided by these two types of tuition is inconsistent. Due to capacity issues The Education Programme offers an average of 5 hours per week, whilst external companies are commissioned for 10 hours per week.

2.4 Currently SEN consult with The Education Programme before referring to the external market. There is not a Service Level Agreement (SLA) in place between SEN and Education to describe the service to be delivered; quantities, quality and Key Performance Indicators (KPIs).

3. Options Appraisal

- 1 Do nothing
- 2 Continue using The Education Programme at current levels and formalise external provider arrangements
- 3 **Preferred Option** - Increase The Education Programme capacity to support all standard tuition requirements and formalise the arrangement with an SLA

3.2 Option 3, to increase The Education Programme's capacity to support all standard tuition requirements and formalise the arrangement with an SLA, is the preferred option as it offers best value for these types of placements whilst supporting good outcomes for CYP with EHC Plans.

3.3 The increase will include ensuring all students are offered suitable hours per week in a consistent manner to fulfil KCC's statutory duty to provide an appropriate timetable and ensure equity across placements.

3.4 The proposed decision will contribute to the outcome "Children and young people in Kent get the best start in life" by ensuring consistent, high-quality, and best value standard tuition for CYP with EHC Plans requiring temporary education.

3.5 The risks involved with not taking this decision include:

- i. continued non-compliant spend (PCR 2015); and
- ii. inconsistent provision and outcomes for CYP with EHC Plans.

4. Strategic Plan

.1 Through the commissioning of the contract, we will support the following strategic outcomes of KCC:

- Kent's children have the best start in life and families get the right help and support when they need it; and
- every young person in Kent gets the education, skills and experiences they need for a successful future.

In addition, this service will support achievement of the following priorities:

- Special Educational Needs and Disability (SEND): We are committed to working in partnership to make the necessary improvements for children and young people with SEND and their families.
- Implementing the Kent Special Educational Needs and Disabilities (SEND) Written Statement of Action Plan: [...] Following the result of our Ofsted and Care Quality Commission (CQC) inspection in 2019, we are focusing on designing better, more inclusive services to improve the quality of services for children and young people with

SEND.

- Support for vulnerable young people: Our role is to champion children, young people, parents and families. We want to improve life chances and close the achievement gap for vulnerable young people.

KCC Strategic Delivery Plan, 2020-23

5. Financial Implications

5.1 Enhancing The Education Programme current service offer from 5 to 9 hours contact time per week, combined with increasing capacity (additional 100 pupils), as recommended in Option 3 above, would cost an additional £1,040,000 – see Error! Reference source not found. for breakdown. The increase in hours would ensure all students are offered suitable hours per week in a consistent manner to fulfil KCC's statutory duty to provide an appropriate timetable and ensure equity across placements.

5.2 If compared on a full year costed basis, the new internal provision will cost £18,300 per student whilst external standard placements cost £18,800+VAT per student. Therefore, funding an enhanced internal service for tuition would represent better value for money than continuing with the current arrangement.

5.3 The increase in costs is anticipated to be funded from a saving in the use of external providers for standard tuition. In the 2019-20 financial year, a total of £711,086 was spent on the purchase of 90 equivalent standard placements.

5.4 The remaining £330,000 proposed cost increase will be funded from future increases in the High Needs block of the Dedicated Schools Grant. It is recognised this will add additional pressure to this budget however this additional funding will enable the of The Education Programme to increase its offer to be more in line with our current externally commissioned offer, to ensure all tuition placements are equitable and to discharge our statutory duty of an appropriate timetable. The overall cost of the service will still be less than if the equivalent service was commissioned externally.

5.5 Formalising the relationship between the SEND Service and The Education Programme with an SLA will ensure equitable placements for students and allow wider services to be joined up to provide a package of support for young people awaiting their next placement.

5.6 All tuition provided either in-house (by The Education Programme) or externally is funded through the High Needs block of the Dedicated Schools Grant. The total cost to the SEND Service to support the new SLA per financial year is estimated to be £1,250,000 (final figure may vary slightly when SLA is confirmed).

5.7 Quarterly and annual reviews will enable longer term capacity, or changes to the core offer to be scoped and understood, including any financial impact.

6 Legal Implications

6.1 Kent County Council has a statutory responsibility under The Education Act 1996 to provide education for all CYP until the age of 19, or 25 for those with EHCPs.

6.2 S.19 of the Education Act 1996 states the Council must ensure suitable education is provided for CYP unable to attend school, typically full-time (25 hours) unless a physical or mental health need requires a reduction.

6.3 Associated legislation includes The Children and Families Act 2014, the SEN Code of Practice

(2015), the Equality Act 2010 and The Special Educational Needs and Disabilities Regulations 2014.

7 Equalities implications

7.1 An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the proposed decision does not present any adverse equality impact.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee will consider the decision on 30th June 2021.

The Education Programme regularly consults with parents/carers and students and the results are positive, in 2019-20 86% of parents/carers felt good progress was made during tuition. Under the proposed option, this will continue as part of the quality monitoring of the SLA.

Any alternatives considered and rejected:

- Option 1, to do nothing, was discounted because the spend is non-compliant with the Public Contract Regulations (PCR) 2015 and the provision is inconsistent for students with EHCPs.
- Option 2, to continue using The Education Programme at current levels and formalise external provider arrangements, was discounted as it did not represent best value.

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

None

.....
signed

.....
date

EXECUTIVE DECISION

From: Sue Chandler, Cabinet Member for Integrated Children's Services

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

To: Children, Young People and Education Cabinet Committee – 30 June 2021

Subject: Special Educational Needs Therapies – provision of personalised therapy for a named child

Key decision Overall service value exceeds £1m and affects more than two Electoral Divisions.

Classification: Unrestricted

Past Pathway of report: N/A

Future Pathway of report: Cabinet Member Decision

Electoral Division: All

Summary:

This report provides the Children, Young People and Education Cabinet Committee with the background and rationale for establishing a contractual arrangement for Special Educational Needs provision for Therapies.

Recommendation(s):

The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision (attached as Appendix A) to:

A) Implement a Qualified Provider List for Special Educational Needs Therapies provision to fulfil the Council's responsibilities in meeting the needs identified in a child's Education, Health and Care Plan.

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education.

1. Introduction

1.1 There are a broad range of organisations involved in commissioning therapy services such as Clinical Commissioning Groups (CCGs), local authorities, NHS

England, schools, and colleges.

- 1.2 KCC currently commission a range of therapy services to meet the needs identified in a child's Education Health and Care Plan (EHCP) and where there is an identified need for specialist therapeutic services.
- 1.3 KCC spend for **personalised therapy in provision for a named child** in 2019/20 was £381,707 spot purchased from the market. For 2020/21 this figure totals £428,917 and there are currently three distinct arrangements in place, more details on these arrangements are highlighted in Section 3:
 - Preferred Provider List
 - Non-preferred providers
 - Personalised funding arrangements
- 1.4 Services are currently purchased from over 47 providers, ranging from special schools to individual therapists.
- 1.5 The types of therapies purchased include speech and language, Cognitive Behavioural Therapy (CBT), hydrotherapy, play therapy and Occupational Therapy (OT).
- 1.6 A decision is needed on the future contracting arrangements for therapy services and this paper sets out options for consideration. To further help inform these options ongoing analysis will continue to look at:
 - Analysis of need and future demand
 - Gaps in current provision
 - Outcomes required and Key Performance Indicators
 - Specification for services required.
 - Financial understanding/cost of service/benchmarking
 - Stakeholder mapping
 - Market engagement/capability
 - Contract management required.
 - Service interlinks and dependencies.
- 1.7 Due to the services being a county provision, and that the length of the proposed Qualified Provider List (QPL) will be for a minimum of three years'. A key decision will be required to approve the spend and any future arrangements would need to be competitively tendered.
- 1.8 The Special Educational Needs (SEN) spend for SEN Therapies in 2019-20/2020-21 (table 1) is summarised below:

Personalised Therapy for Named Child (Spot Purchased)	
Year	Spend
2019-2020	£381,707k
2020-2021	£428,917k

2. Legislative Context

2.1 The SEND Code of Practice states that:

- *Health or social care provision which educates or trains a child or young person must be treated as special educational provision and included in Section F of the EHC plan. (9.73 of the SEND Code of Practice 2015)*
- *Speech and language therapy and other therapy provision can be regarded as either education or health provision, or both. However, since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so. (9.76 of the SEND Code of Practice 2015)*
- *Agreement should be reached between the local authority and health and social care partners about where provision will be specified in an EHC plan. (9.75 of the SEND Code of Practice 2015)*
- ***In cases where health care provision is to be treated as special educational provision, ultimate responsibility for ensuring that the provision is made rests with the local authority (unless the child's parent has made suitable arrangements). (9.76 of the SEND Code of Practice 2015)***

3. Current Service Arrangements

- 3.1 A function of the SEN Therapies Team is to understand the needs of the individual children and to source relevant therapies across the county to deliver the provision set out in the EHCPs.

Preferred Providers

- 3.2 Preferred Providers sign up to a 'qualities focused framework' when agreeing to deliver a service through SEN therapies arrangements. They are independent, usually sole practitioners, who are responsible for their own business/governance, Continuing Professional Development, and professional conduct standards.
- 3.3 They agree to share their DBS and professional registrations with KCC so that their suitability can be assessed for meeting the needs of either a group of highly specialist needs or for individual support (IPAT-Individual Personalised Arrangements for Therapy).
- 3.4 Preferred Providers give updates on SEND protocols and EHCP focused planning with parents and stakeholders in addition to focusing on the delivery of direct 1:1 contact with the child.

Non-preferred Providers

- 3.5 These are providers who have not signed up to the Quality Framework, so the SEN Therapies Team spot purchase a service from them. These are often parental preferred providers and have provided evidence as part of a tribunal appeal.

- 3.6 Typically these are organisations rather than single providers who provide highly specialist therapy that cannot be easily sourced elsewhere.
- 3.7 The SEN Therapies Team closely monitor these providers and have highlighted that some providers often do not follow protocols and process. These providers are tracked by the SEN Team in terms of case dispute (which are reportedly higher with these providers) in terms of misunderstandings and financial discrepancies and higher costings.

Personalised Funding Arrangements

- 3.8 These are where the SEN Service provide a budget to the family to secure their own therapies. There is a signed agreement with the family and SEND Service but there is no agreement between the providing therapy service and the SEND Service. This means there are no specified expectations (other than to deliver what is specified in the EHCP) and no way to formally review the ongoing need and effectiveness of the therapy.
- 3.9 The SEN team have advised that these tend to be independent providers who are less aware of the strategic context and want to work a few hours in a school of their choice.
- 3.10 There is no clear accountability route or capacity to evaluate the impact of the use of the funding.

4. Options Appraisal

- 4.1 The Public Contracts Regulations (PCR) 2015 mean that spot purchasing arrangements above the specified financial arrangements are not acceptable.
- 4.2 This paper sets out to introduce the available options with further details on the options listed after the table.

Option 1	Do nothing – the services would continue to be delivered via the current spot purchasing arrangements and not compliant with PCR 2015.	The service will continue to be provided.
Option 2	Implement a Dynamic Purchasing System	The new contractual arrangements would commence on 1 st Sept 2021 (TBC).
Option 3	Purchase services through a Qualified Provider List	The new contractual arrangements would commence on 1 st Sept 2021 (TBC).

4.3 Option 1 – Do nothing

4.4 The services continue to be delivered via the current spot purchasing arrangements - no additional staff resources would be required or disruption to delivery of current service levels.

4.5 This option does not comply with the Public Contract Regulations 2015. Therefore, the current arrangements limit KCC's ability to shape and control the market to ensure the right capacity and provision is available. KCC has limited influence over the outcomes of the service and limited contract management tools to improve supplier poor-performance.

4.6 Option 2 - Implement a Dynamic Purchasing System (DPS)

4.7 This option would require a DPS Framework to be set up for the services. This requirement could use the 'light touch' regime as defined in the Public Contracts Regulations 2015, allowing the tender and contract to be designed around the specific needs of the service.

4.8 Implementing a DPS would have limited disruption to status quo and delivery of current services. The DPS would allow new entrants into the market with providers being required to pass a minimum capability and standard can be split into lots to accommodate different specialism, or location.

4.9 There is however, currently a complex supply market, with a mixture of larger suppliers, NHS providers, charities, and sole traders. The market is also delicate in that there is a scarcity of provision and supply in particular with OT services and is essential that care is taken to prevent destabilising the current market. These differing categories of suppliers could result in a variable appetite for a formal tender process, possibly impacting continuity of supply.

4.10 Option 3: Recommended Option - Purchase services through a Qualified Provider List (QPL)

4.11 This option means that services could be purchased through a QPL. Using the 'light touch' regime, suppliers would have to be registered to provide the services and would be selected based on quality not price.

4.12 The same challenges with suppliers as outlined under option 2 need to be considered; market engagement would be needed to ensure all suppliers are informed and able to be involved in the tender.

4.13 This framework will establish standard terms and conditions for all suppliers, improving contract management tools and remedies available and ensuring minimum standard of supplier capability.

4.14 Providers will be able to apply to join the Kent Qualified Provider List (QPL) by submitting a fully completed Selection Questionnaire (SQ) and an indicative pricing schedule. Support will also be available for suppliers to access and submit this. The Selection Questionnaire will ask providers to give their

registration and relevant body to self-certify and that they have relevant insurance cover in place and safeguarding measures which will be consulted with SEN Therapies Team or what level of information is required. Providers can join, leave, or resubmit indicative pricing information at any time.

- 4.15 Currently there is a preferred provider list and qualities framework to ensure best outcomes for children and young people, however moving to a QPL, will in addition provide some stability and sustainability to this market and provide a compliant contractual basis to work more closely with providers when planning future requirements.
- 4.16 Providers on the QPL will be invited to engage in dialogue with KCC to enable shared learning and continuous improvement. As part of this dialogue, providers are invited to inform KCC about anticipated capacity levels and potentially the SEN Therapies Team could purchase vacant or upcoming provision on the QPL or award 'flexible block contracts' to providers on the QPL to meet current or anticipated demand for future provision.
- 4.17 The QPL can be in place for an agreed contractual period during which providers can be called off to deliver services without the need for a competitive exercise such as a mini-competition. This process can allow services to be procured quickly and easily.

5. Legal arrangements

- 5.1 The Office of the General Council has been approached and has recommended Invicta Law be instructed to draft the QPL contract and advise/support the procurement of the QPL using the light touch procurement process.

6. Other corporate considerations

- 6.1 Not applicable.

7. Governance

- 7.1 Overall budget responsibility sits within the Children and Young People and Education's Directorate, with service accountability in the SEN and Disabled Children and Young People's Services Division.

8. Recommendation(s)

- 8.1 The Children, Young People and Education Cabinet Committee is asked to CONSIDER and ENDORSE, or MAKE RECOMMENDATIONS to the Cabinet Member for Integrated Children's Services on the proposed decision to:

A) Implement a Qualified Provider List for SEN Therapies provision to fulfil the Council's responsibilities in meeting the needs identified in a child's Education, Health and Care Plan.

B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education

Contact details:

Report Authors:

Jamie Brooks, Senior Commissioner
03000 419430
Jamie.brooks@kent.gov.uk

Relevant Directors:

Mark Walker, Director of SEN and
Disability
03000 415534
Mark.walker@kent.gov.uk

Christy Holden, Head of Strategic
Commissioning (Children and Young
People's Services)
03000 415356
Christy.Holden@kent.gov.uk

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Sue Chandler,

Cabinet Member for Integrated Children’s Services

DECISION NO:

To be allocated by
Democratic Services

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

SEND (Special Educational Needs and Disabilities) Therapies Provision Commissioning Strategy

Decision:

As Cabinet Member for Integrated Children’s Services, I agree to:

- A) Implement a Qualified Provider List for Special Educational Needs Therapies provision to fulfil the Council’s responsibilities in meeting the needs identified in a child’s Education, Health and Care Plan.
- B) Delegate decisions about the establishment of the new arrangements to the Corporate Director for Children, Young People and Education, or other Officer as instructed by the Corporate Director for Children, Young People and Education

Reason(s) for decision:

- Decision
 - Decision required because the total value of contracts will exceed threshold for a Key Decision.
- Background
 - KCC currently commission a range of therapy services to meet the needs identified in a child’s Education Health and Care Plan (EHCP) and where there is an identified gap in health provision. Services are currently purchased from multiple different providers,

ranging from special schools to individual therapists.

-
- There are currently three distinct arrangements in place, Preferred Provider List, Non-preferred providers and personalised funding arrangements.
- Services are currently purchased from over 47 providers, ranging from special schools to individual therapists. The types of therapies purchased include speech and language, Cognitive Behavioural Therapy (CBT), hydrotherapy, play therapy and Occupational Therapy (OT).

- Options Appraisal

1. Do nothing
2. Establish a Dynamic Purchasing System (DPS)
3. Establish a Qualified Providers List

Recommended is Option 3, to establish a Qualified Provider List, as this would enable KCC to stabilise this market and allow better planning for future demand for services. This option is also preferable for smaller providers.

Currently there is a preferred provider list and qualities framework to ensure best outcomes for children and young people, however moving to a QPL, will in addition provide some stability and sustainability to this market and provide a compliant contractual basis to work more closely with providers when planning future requirements.

- The risks involved with not taking this decision include:
 - continued non-compliant spend (PCR 2015)
 - inconsistent provision and outcomes for CYP with EHC Plans.
 - KCC limited influence to shape and control the market to ensure the right capacity and provision is available.

- Strategic Plan

- This will support the following strategic outcomes of KCC:
 - Kent's children have the best start in life and families get the right help and support when they need it; and
 - every young person in Kent gets the education, skills and experiences they need for a successful future.

In addition, this service will support achievement of the following priorities:

- Special Educational Needs and Disability (SEND): We are committed to working in partnership to make the necessary improvements for children and young people with SEND and their families.
- Implementing the Kent Special Educational Needs and Disabilities (SEND) Written Statement of Action Plan: [...] Following the result of our Ofsted and Care Quality Commission (CQC) inspection in 2019, we are focusing on designing better, more inclusive services to improve the quality of services for children and young people with SEND.
- Support for vulnerable young people: Our role is to champion children, young people, parents and families. We want to improve life chances and close the achievement gap for vulnerable young people.

- Financial Implications

- The SEN spend for SEN Therapies in 2019-20/2020-21 is summarised below:
-

Personalised Therapy for Named Child (Spot Purchased)	
Year	Spend
2019-2020	£381,707k
2020-2021	£428,917k

- These provisions fall under the Special Educational Needs & Psychology Services key service line within Special Educational Needs and Disabilities (SEND) Division budget, line 65 in the 2021/22 KCC Budget.

- Legal Implications

- The SEND Code of Practice states:
 - Health or social care provision which educates or trains a child or young person must be treated as special educational provision and included in Section F of the EHC plan. (9.73 of the SEND Code of Practice 2015)
 - Speech and language therapy and other therapy provision can be regarded as either education or health provision, or both. However, since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so. (9.76 of the SEND Code of Practice 2015)
 - In cases where health care provision is to be treated as special educational provision, ultimate responsibility for ensuring that the provision is made rests with the local authority (unless the child's parent has made suitable arrangements). (9.76 of the SEND Code of Practice 2015)
 - Invicta Law have been engaged to provide relevant advice regarding the establishment of a Qualified Provider List.
 - If we continue and do nothing, will be non-compliant with the Public Contract Regulations 2015.

- Equalities implications

- An Equality Impact Assessment (EqIA) screening has been completed and has concluded that the proposed decision does not present any adverse equality impact.

Cabinet Committee recommendations and other consultation:

The Children's and Young People Cabinet Committee - 30th June 2021.

Any alternatives considered and rejected:

- Option 1, to do nothing, was discounted because the spend is non-compliant with the Public Contract Regulations (PCR) 2015. Therefore, the current arrangements limit KCC's ability to shape and control the market to ensure the right capacity and provision is available. KCC has limited influence over the outcomes of the service and limited contract management tools to improve supplier poor-performance.

- Option 2, Implementing a DPS, would have limited disruption to status quo and delivery of current services. There is, however currently a complex supply market, with a mixture of larger suppliers, NHS providers, charities, and sole traders. The market is also delicate in that there are scarcity of provision and supply in particular with Occupational Therapy services and is essential that care is taken to prevent destabilising the current market that we have. These differing categories of suppliers could result in a variable appetite for a formal tender process, possibly impacting continuity of supply

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

.....
signed

.....
date

From: Shellina Prendergast, Cabinet Member for Education and Skills
Matt Dunkley, Corporate Director Children, Young People and Education

To: Children, Young People and Education Cabinet Committee – 30 June 2021

Subject: School Term Dates for 2022-23 and Update on Queen’s Jubilee Celebrations

Classification: Unrestricted

Future Pathway of Paper: Cabinet Member decision

Electoral Division: All

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

- (1) Agree the school term dates for KCC community and voluntary controlled schools for the school years 2022-23.

1. Background

- 1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to decide their dates and length of terms.
- 1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a draft standard school year. However, the LGA has decided to stop coordinating the development of these draft models, because only around 40% of areas are now following the standard school year, as more academies and free schools determine the term dates for their schools.
- 1.3 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

1.4 In determining the proposed future school term dates, KCC carried out a full consultation on the proposed dates. The proposed dates are attached as appendix 1.

2. Consultation Process and Proposed Dates

2.1 KCC consulted on the proposed term dates for the academic years 2022-23 from 15 April to 26 May 2021. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighbouring local authorities. The general public was also encouraged to participate. Below is a link to the consultation and equality impact assessment:

<https://letstalkkent.uk/engagementhq.com/school-term-dates>

2.2 The consultation documents were downloaded 5,505 times and received 289 responses. During the consultation process a number of responses were received regarding the recent announcement that the Government is looking at the possibility of shortening the summer holiday and moving to a five-term school year. Most of the responses about the Government's suggestion stated that they would not want term dates to move, however these responses were outside of the remit of the consultation.

2.3 Of the responses received 215 related to proposed term dates for 2022-23, which consisted of 141 parents / carers (including grandparents); 24 Headteachers (including Head of School and a Deputy Head); 24 teachers including teaching assistants; 8 school governors; 7 school administrators; 3 Kent residents; 2 early years settings; 1 union representative; 1 other Local Authority; a Diocese representative; a parish councilor; an academy trust member; a clinical psychologist; and a youth charity.

2.3 The majority of respondents, 160 out of 215, supported the proposed term dates for 2022-23, while 55 respondents opposed the dates. A summary of the responses can be found in appendix 2.

2.4 Of the 160 respondents who supported the proposed dates, 14 were Headteachers; 18 were teachers and teaching assistants; 7 school governors; 1 trade union representative; 1 other Local Authority; Diocese representative; a parish councilor; academy trust member; a youth charity and college student.

2.5 Of the 55 respondents, who opposed the proposed dates, 16 respondents were concerned about the start date of term 1 beginning midweek. The LGA recommendation is that schools should return as close to the 1st September as possible. As the majority of respondents agreed the term dates the proposed dates will remain unchanged.

2.6 8 respondents would prefer equal term dates and 6 respondents in are favour of two-week break in October. As most respondents agreed with the proposed dates this will remain unchanged. 6 respondents would like to see coordinated term dates for all Kent schools. Kent as the Local Authority is only responsible for setting the term dates for Community and Voluntary controlled schools, therefore we are unable to make this change.

- 2.7 Analysis from the consultation showed that there was no clear agreement on whether to extend or reduce term length or school breaks. However, many responses to the consultation stated that they preferred the longer summer holidays.
- 2.8 A report by the National Union of Teachers (NUT) appreciated the concerns of parents regarding the length of the summer holidays and the pressure of childcare. However, it considered that reducing the length of the summer holidays may lead to an increase in absenteeism, as families, particularly those with families overseas, use the long summer break to visit relatives and any change will have an impact on their ability to do this. In turn this could lead to schools receiving additional requests for pupils to be taken out of school during term time, with serious long-term implications for the education of those pupils.
- 2.9 Responses were consistent across all respondent types based on their answers to the equality and diversity questions. There were no differences of note between how different people responded about the proposed school terms dates.
- 2.10 Consequently, as the majority of respondents agreed with the proposed dates in 2022-23, Members are asked to agree the recommendation set out below.

3. Equalities Impact Assessment

- 3.1 The EqIA has been reviewed again following the consultation and no updates were required
<https://letstalkkent.uk/engagementhq.com/school-term-dates>

4. Financial Implications

- 4.1 There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

5. Risks

- 5.1 Following the recent announcement that the Government is looking at the possibility of shortening the summer holiday and moving to a five-term school year, it is possible that the proposed term dates for 2022-23 may have to be altered following determination. In addition, if we do not determine the term dates, the LA will not be meeting its statutory obligation.

6. Recommendation(s)

Recommendation:

- | |
|---|
| 6.1 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 decision to:

- (1) Agree the school term dates for KCC community and voluntary controlled schools for the school years 2022-23.

Background Documents

KCC Consultation – School Term dates 2022-23

<https://letstalkkent.uk/engagementhq.com/school-term-dates>

Equalities Impact assessment

<https://letstalkkent.uk/engagementhq.com/school-term-dates>

Contact details

Report Author:

Ian Watts

AEO North Kent

03000414302

Ian.Watts@kent.gov.uk

Relevant Director:

Christine McInnes

Director of Education

03000 418913

Christine.McInnes@kent.gov.uk

Consultation

0.

Proposed School Term dates for 2022-23

Standard School Year 2022/23 based on 6 terms with additional INSET days:

Term	School Days	Start Date	End Date	Bank holidays which fall within the term
1	37 days	1 September 2022	21 October 2022	
2	35 days	31 October 2022	16 December 2022	
3	29 days	03 January 2023	10 February 2023	
4	30 days	20 February 2023	31 March 2023	
5	29 days	17 April 2023	26 May 2023	1 May 2023
6	35 days	05 June 2023	21 July 2023	

INSET/ Non-contact days for teachers:

Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours or use a mixture of additional hours and non-contact days.

August 2022						
M	T	W	T	F	S	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2022						
M	T	W	T	F	S	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2022						
M	T	W	T	F	S	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2022						
M	T	W	T	F	S	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2022						
M	T	W	T	F	S	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2023						
M	T	W	T	F	S	S
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2023						
M	T	W	T	F	S	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2023						
M	T	W	T	F	S	S
		01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2023						
M	T	W	T	F	S	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2023						
M	T	W	T	F	S	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2023						
M	T	W	T	F	S	S
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2023						
M	T	W	T	F	S	S
					01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						




August 2023						
M	T	W	T	F	S	S
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

INSET/ Non-contact days for teachers:
 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.

2022/23

Standard School
 Year based on
 6 terms with
 additional INSET
 days

- Term 1 37 days 01/09/22 - 21/10/22
- Term 2 35 days 31/10/22 - 16/12/22
- Term 3 29 days 03/01/23 - 10/02/23
- Term 4 30 days 20/02/23 - 31/03/23
- Term 5 29 days 17/04/23 - 26/05/23
- Term 6 35 days 05/06/23 - 21/07/23

	School day
	School holiday
	Bank holiday

Outcomes from consultation on school Term Dates for 2022-23 Calendars (see below for breakdown of responses)

Consultation responses received:

A summary of the responses received showed that:

	In Favour	Opposed
Parents / carer (inc. grandparents)	101	40
Headteachers	14	4
Teachers (inc teaching assistants)	19	5
Governors	7	1
Early Year Providers	2	
School Staff	5	2
Residents	3	
Unions	1	
OLA	1	
Parish Councillor		1
Clinical Psychologist		1
SENIF Practitioner		1
Academy Trust	1	
Diocese Representative	1	
College Student	1	
KCC employee	1	
Youth Charity	1	
others	2	
Totals	160	55

Summary of comments in favour of the proposal:

- They look very sensible and seem to address issues of evening out term lengths as much as possible and avoiding part weeks
- I am happy for KCC to proceed with the proposed 6 term school year as proposed in the 2022/23 document
- I like these term dates. They are the same/similar to those used previously
- I cannot see a specific problem with the dates, but as a resident who lives opposite a school the start and finish times should be policed more aggressively.
- I believe the 6-term system will work well. This is because the six, 6-week terms plus half terms and holidays give pupils and teachers a much-needed and more frequent regular break.
- All look very sensible. Good balance of term lengths as far as possible
- I think this is a good proposal

- The dates proposed were as expected.
- They do not appear to be any different from usual and still fall within our planned dates.
- I think that they are a very sensible solution.
- I agree with the proposal. The dates are not very different from the current model, but allow for more evenly sized terms.
- I think that the proposed term dates work well for all involved and allow a good balance with the terms throughout the year
- I could work with the term dates and lengths. This is the best version of a 6 term year that it is possible to have.
- Whilst I believe the spread of terms is generally equitable, I feel there is a need to look both this year and longer term at shortening the summer break and giving greater time in October and February - two weeks rather than one - as these are essential to members of the teaching profession being able to recharge batteries during what continues to be an incredibly stressful period.
- I think they look well spaced out and manageable for children and staff.
- I think the proposals are acceptable and a sensible allocation of time over the year.

Summary of comments against the proposal included:

- Objected to the start of term on a Thursday (16)
- Would prefer equal term lengths. (8)
- In favour of two-week break in October. (6)
- Would prefer co-ordinated term dates for all Kent schools. (6)
- Christmas break should be longer. (4)
- Longer school terms and shorter breaks. (2)
- Summer break should be 6 weeks not 5 weeks. (2)
- Winter terms should have shorter breaks. (1)
- Return later in term 3. (1)
- Christmas break should start later (1)
- Schools should not have co-ordinated term dates. (1)
- October break should include Halloween and the summer holidays reduced and Christmas break increased in length. (1)
- Increase Summer break and reduce half terms. (1)

Summary of undecided comments included:

- It would be nice if some of the holidays were during “term time” so that we can book cheaper holidays
- The proposed term dates are the same as previous years with the long summer break, which isn't ideal.

- There doesn't appear to be much change from previous years. The term dates are based on accommodating the Christian religious holidays based on the majority of students, approximately 63% identifying as Christian. I suspect this figure varies between primary and secondary school students, and different areas of the country."

During the consultation process a number of responses were received regarding the recent announcement that the Government is looking at the possibility of shortening the summer holiday and moving to a five-term school year, these response were outside of the jurisdiction of the consultation and have not been included in the above as this decision focuses on the proposed term dates for 2022-23.

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KENT COUNTY COUNCIL – PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast,
Cabinet Member for Education and Skills

DECISION NO:

To be allocated by
Democratic Services

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

Key decision: YES

Key decision criteria. The decision will:

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

Subject Matter / Title of Decision

School Term Dates for 2022-23

Decision:

As Cabinet Member for Education and Skills, I agree to: the School Term dates for 2022-23.

Reason(s) for decision:

- 1.1 KCC is responsible for setting term dates for community and voluntary controlled schools, while governing bodies of foundation and voluntary aided schools are responsible for setting their own term dates. Academies and free schools also have the freedom to decide their dates and length of terms.
- 1.2 In previous years the Local Government Association (LGA) has coordinated the preparation of a draft standard school year. However, the LGA has decided to stop coordinating the development of these draft models, because only around 40% of areas are now following the standard school year, as more academies and free schools determine the term dates for their schools.
- 1.3 Over a school year, pupils are required to attend for 190 days/380 sessions. In total, teachers may be required to be available for work on up to 195 days, with the additional days specified by individual schools as non-contact days. Schools may also require teachers to work additional hours before or after school sessions, as an alternative to full non-contact days, provided that any teacher is not required to work in aggregate more than 1,265 hours during a school year. Schools may therefore choose to require teachers to make up the full equivalent of the 5 non-contact days wholly through additional hours, or use a mixture of additional hours and non-contact days.
- 1.4 In determining the proposed future school term dates, KCC carried out a full consultation on the proposed dates.

2. Consultation

2.1 KCC consulted on the proposed term dates for the academic years 2022-23 from 15 April to 26 May 2021. The consultation was circulated to all schools via the e-bulletin and with other key stakeholders such as governors (including parent groups), the Diocesan bodies, trade unions and neighbouring local authorities. The general public was also encouraged to participate. Below is a link to the consultation and equality impact assessment:

<https://letstalkkent.uk/engagementhq.com/school-term-dates>

2.2 The consultation documents were downloaded 5,505 times and received 215 responses.

2.3 The majority of respondents, 160 out of 215, supported the proposed term dates for 2022-23,

3. Equalities Assessment

3.1 The EqIA has been reviewed again following the consultation and no updates were required

4. Financial Implications

4.1 There are no direct cost implications arising from the decision on the school calendar. However, if individual foundation, voluntary aided schools, academies or free schools determine a different pattern of term dates, they may incur additional costs in relation to home to school transport, as the authority passes any additional costs on to the schools concerned.

Cabinet Committee recommendations and other consultation:

This decision will be considered at the meeting of the Children's, Young People and Education Cabinet Committee on 30th June 2021.

Any alternatives considered and rejected:

All alternatives were considered following the consultation process.

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

.....
signed

.....
date

From: **Shellina Prendergast, Cabinet Member for Education and Skills**
Matt Dunkley, Corporate Director for Children, Young People and Education

To: **Children, Young People and Education Cabinet Committee – 30 June 2021**

Subject: Updated 2021-22 and 2022-23 Admissions Arrangements for Community and Voluntary Controlled schools

Classification: **Unrestricted**

Past Pathway of Paper: **None**

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

Electoral Division: All

Summary:

To update the determined 2021-22 and 2022-23 admission arrangements for Kent community and voluntary controlled primary schools and Kent community and voluntary controlled secondary schools to accommodate new legal requirements in the forthcoming 2021 School Admissions Code.

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. The LA fulfils this duty annually and following consideration at Education Cabinet Committee, the Cabinet Member for Education and Skills formally determines admission arrangements in line with the requirements of the 2014 Admissions Code.

1.2 Government consulted on a new Admissions Code in late 2020 and following consideration of responses, laid a new Admissions Code before parliament which will come into force on 1 September 2021, subject to the necessary parliamentary procedure.

1.3 The 2021 School Admissions Code requires children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). These children will be referred to as internationally adopted previously looked after children (IAPLAC).

1.4 This new provision will necessitate variations to determined admission arrangements to take effect from 1 September 2021. All admission authorities will need to vary their admission arrangements for 2021/22 (which would have been determined by 15 February 2020) and their admission arrangements for 2022/23 (which would have been determined by

15 February 2021). Without these variations, admission arrangements that have already been determined will no longer comply with the Code from this date.

1.5 In the event that the 2021 School Admissions Code does not come into force on 1 September 2021 of any reason, admissions arrangements will remain unchanged from their previously determined state.

2. Required Changes

2.1 As these variations will be necessary to comply with a mandatory requirement of the Code, it will not be necessary to refer a variation request to the schools adjudicator.

2.2 Admission arrangements for all Kent community and voluntary controlled schools will remove the current definition of looked after and previously looked after children:

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).

And replace them with the following revision:

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

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

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

2.2 All applications received by Kent community or voluntary controlled schools before 1 September 2021 will have been processed in accordance with the existing (2014) Code, and offers made and places allocated will be unchanged.

2.3 Any applications received by Kent community or voluntary controlled schools on or after 1 September 2021 will be processed in accordance with the new Code. By way of example, when dealing with in-year applications for the 2021/2022 academic year, children who are determined as being IAPLAC must be given equal highest priority with LAC and PLAC.

2.4 Any child who is on a waiting list for a school before 1 September 2021 and meets the definition of an IAPLAC must be ranked again on 1 September 2021 following the new Code coming into force so that the child is given equal highest priority with LAC and PLAC.

2.5 Admissions Officers have made all own admission authority schools within Kent aware of this requirement and will monitor their admission arrangements to ensure compliance with the new Admissions Code. Kent community and voluntary controlled schools have also been contacted to inform them of this expected change.

3. Recommendations:

The Children's, Young People and Education Cabinet Committee is asked to consider and endorse or make recommendations on the decision that in the event that the expected 2021 School Admissions Code comes into force in September 2021, the Cabinet Member for Education and Skills should DETERMINE:

- a) Updated admission arrangements for Kent community and voluntary controlled primary schools for 2021-22 as detailed in Appendix A
- b) Updated admission arrangements for Kent community and voluntary controlled primary schools for 2022-23 as detailed in Appendix B
- c) Updated admission arrangements for Kent community and voluntary controlled secondary schools for 2021-22 as detailed in Appendix C
- d) Updated admission arrangements for Kent community and voluntary controlled secondary schools for 2022-23 as detailed in Appendix D

Lead Officer Contact details

Craig Chapman
Interim Head of Fair Access
Tel: 03000 415934
Craig.Chapman@kent.gov.uk

Relevant Director:
Christine McInnes
Director of Education
03000 418913
Christine.mcinnnes@kent.gov.uk

Background documents

Appendix A - Admission Arrangements for Community and Voluntary Controlled Infant, Junior and Primary Schools 2021/22 (including oversubscription criteria and published admission numbers)
Appendix B - Admission Arrangements for Community and Voluntary Controlled Infant, Junior and Primary Schools 2022/23 (including oversubscription criteria and published admission numbers)
Appendix C – Admission Arrangements for Community and Voluntary Controlled Secondary Schools 2021/22 (including oversubscription criteria and published admission numbers)
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Appendix A

Kent County Council

Determined Admissions Arrangements for Academic Year 2021/22

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

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

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

Introduction / Background

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

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

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

Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools *(except 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:

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

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

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

- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

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

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

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

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

Determined 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 :

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

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

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

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

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

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

- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs 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

Determined 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:

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

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

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

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

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

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

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

- **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.

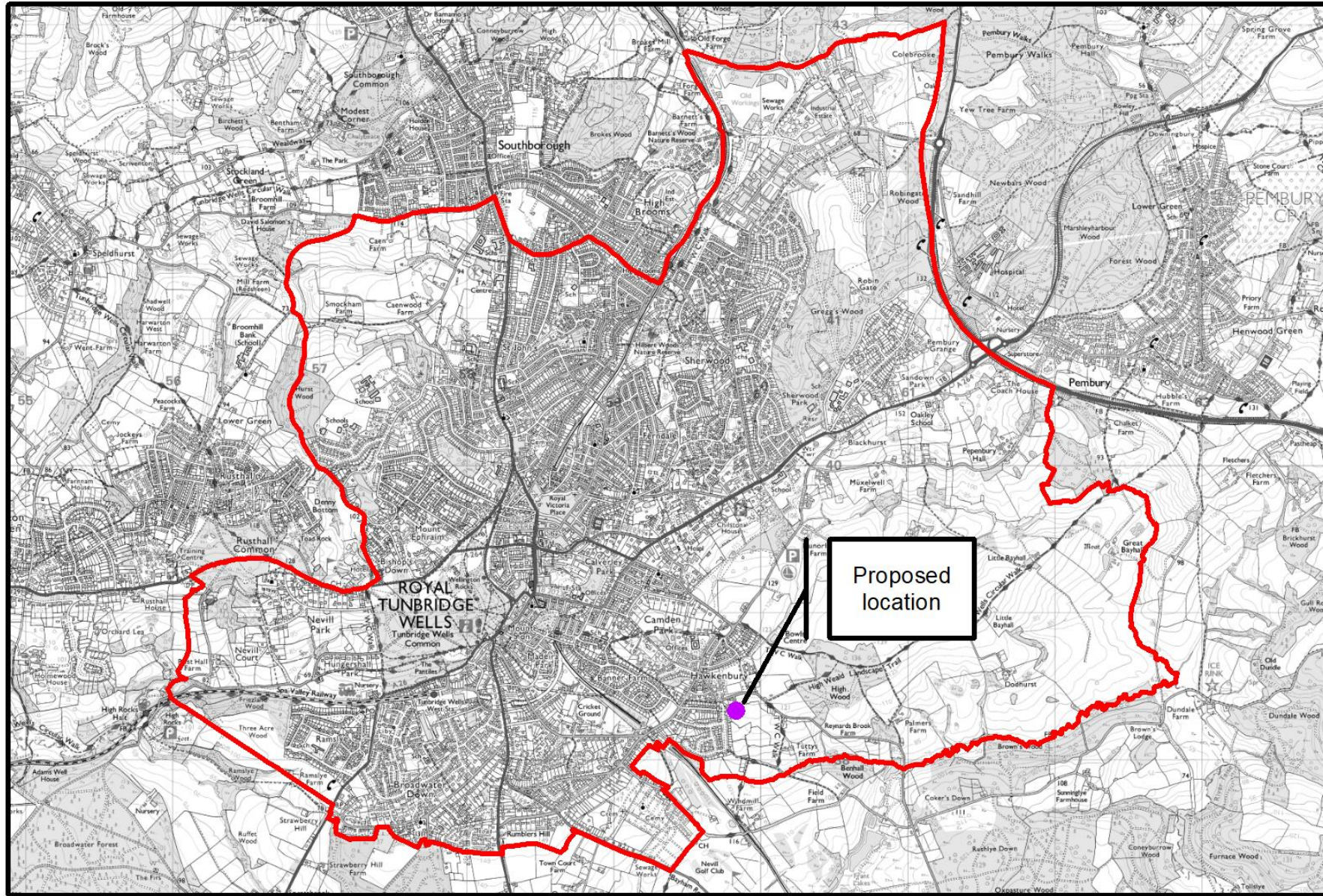
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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



Determined Oversubscription Criteria for Tunbury Primary School

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

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

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

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

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

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

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

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

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

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

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

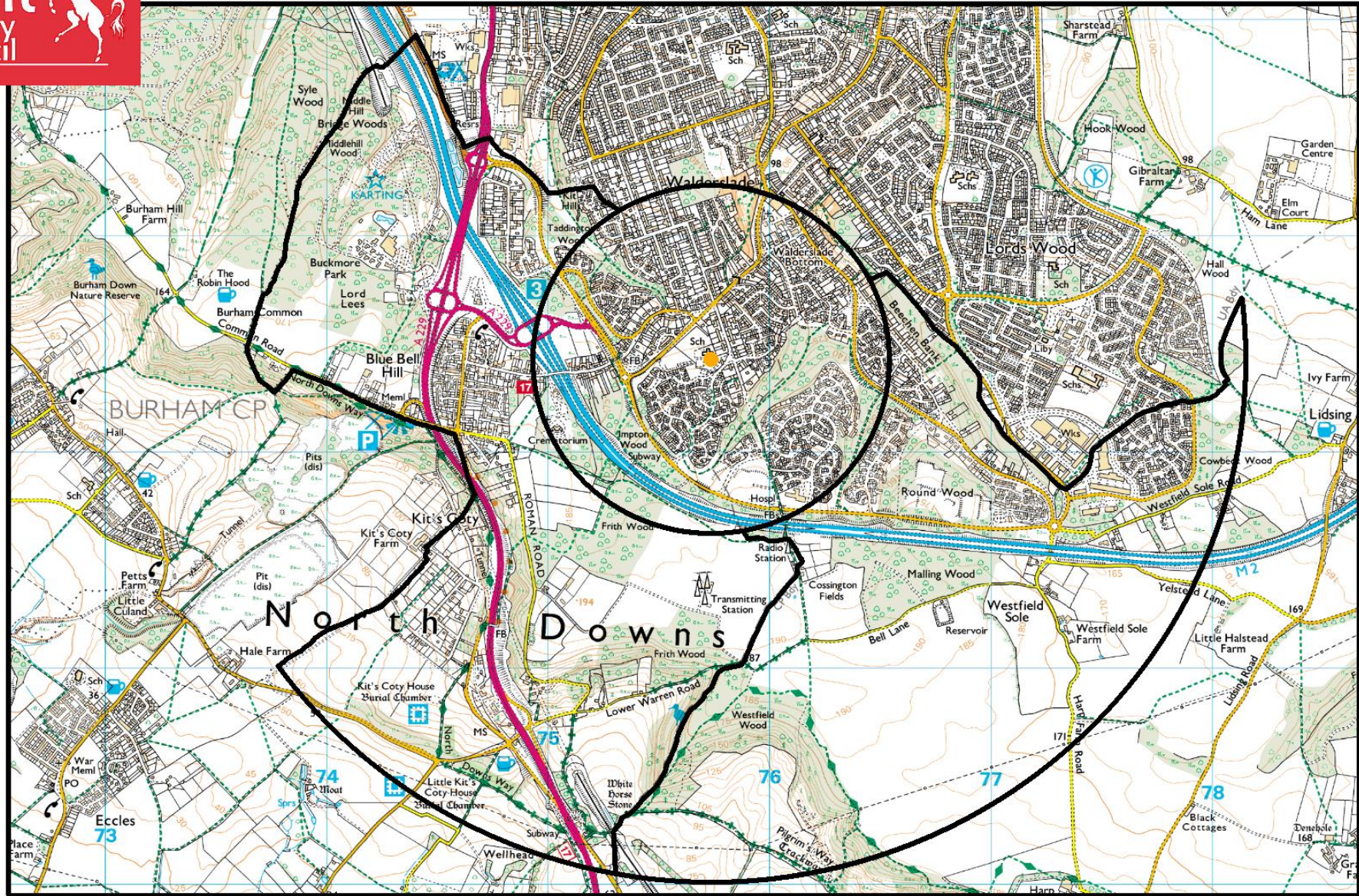
the date their child is admitted to the school until later in the school year, but not beyond the start of the term after their child reaches compulsory school age and not beyond the beginning of the final term of the school year. Where parents wish, children may attend part-time until later in the school 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



Produced by: Admissions and Transport
Dated

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Determined Oversubscription Criteria for Whitfield Aspen Primary School

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

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

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

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

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

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

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

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

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

<u>DFE NO</u>	<u>Infant School Name</u>	<u>Linked With</u>	<u>DFE NO</u>	<u>Junior School Name</u>
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
2337	St Crispin's Community Infant School	<u>Linked With</u>	3181	St Saviour'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

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

DfE no.	School name	District	Sub Type	Status	2021 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	<i>Rolvenden Primary School</i>	<i>Ashford</i>	<i>Primary</i>	<i>Community***</i>	<i>14</i>
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	90
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
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
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
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
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
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary 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
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
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2509	Singlewell Primary School	Gravesham	Primary	Community	60
2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	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	15
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	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2534	<i>Bysing Wood Primary School</i>	<i>Swale</i>	<i>Primary</i>	<i>Community***</i>	<i>60</i>
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	<i>Holywell Primary School Upchurch</i>	<i>Swale</i>	<i>Primary</i>	<i>Community***</i>	<i>30</i>
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	<i>Queenborough Primary School</i>	<i>Swale</i>	<i>Primary</i>	<i>Community***</i>	<i>60</i>
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
2074	<i>Sunny Bank Primary School</i>	<i>Swale</i>	<i>Primary</i>	<i>Community***</i>	<i>45</i>
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	60
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
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
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	<i>St. Katherine's School</i>	<i>Tonbridge & Malling</i>	<i>Primary</i>	<i>Community***</i>	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
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
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	30

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

Determined Statutory Consultation Area

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

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Appendix B

Kent County Council

Determined Admissions Arrangements for Academic Year 2022/23

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

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

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

Introduction / Background

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

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

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

Determined Oversubscription Criteria for Community and Voluntary Controlled Infant Junior and Primary Schools *(except 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:

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

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

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

- **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.
- **Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the 'Nearness' criterion' (below).

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

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

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

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

Determined 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:

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

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

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

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

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

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

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

- **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.

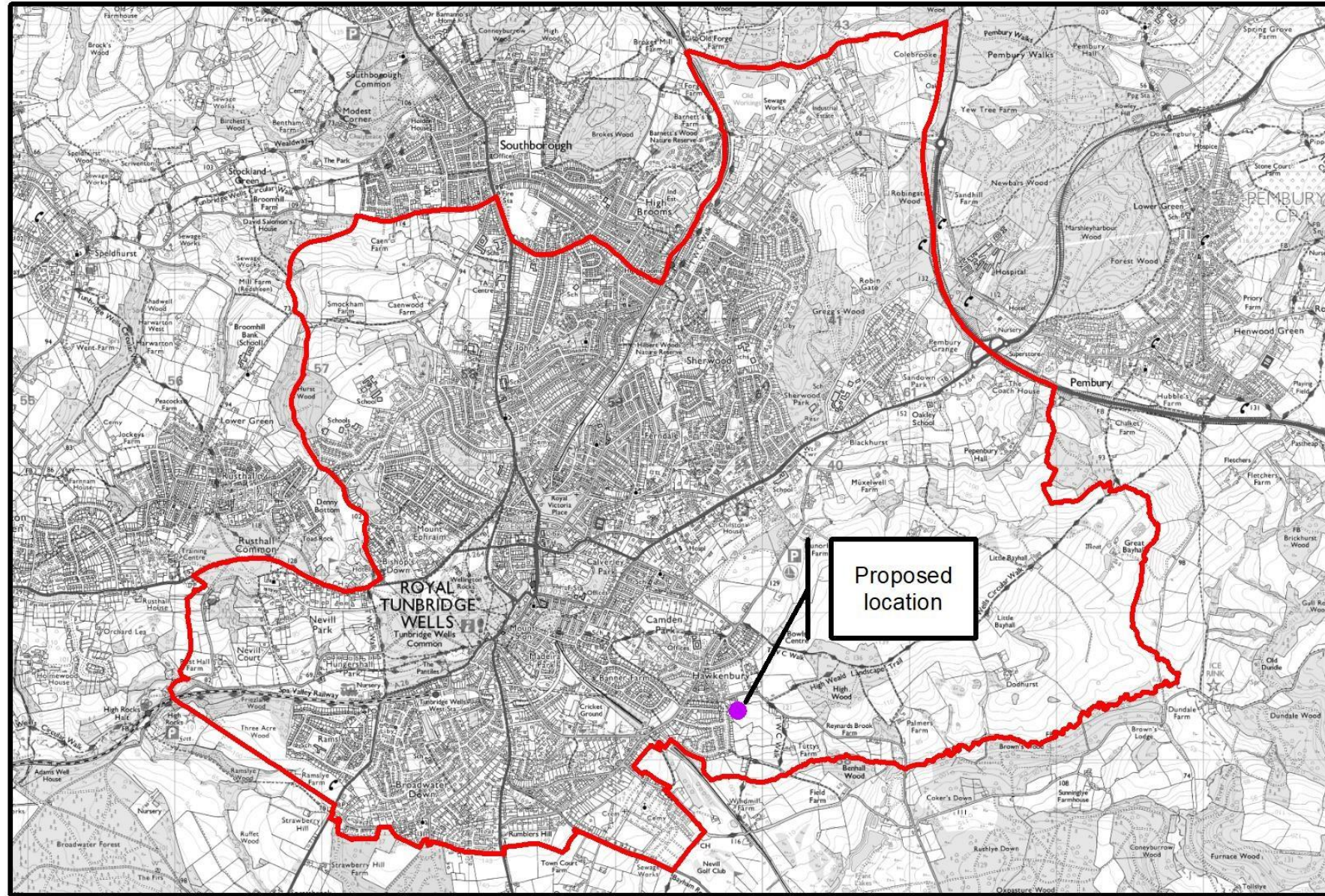
Waiting list will be held for at least the first term of the academic year in oversubscription criteria order.

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



Determined Oversubscription Criteria for Tunbury Primary School

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

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

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

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

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

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

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

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

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

- **Children who live in the Parish of Aylesford or Boxley and who are also within a 1.5 mile radius of the school** – Children will be ranked according to the distance from their home to Tunbury Primary School with those living closest being ranked highest. The distance is measured between the child’s permanent address and the school in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child’s home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. A map displaying the priority area is provided below.
- **Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- **Nearness of children's homes to school** - we use the distance between the child’s permanent home address 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.

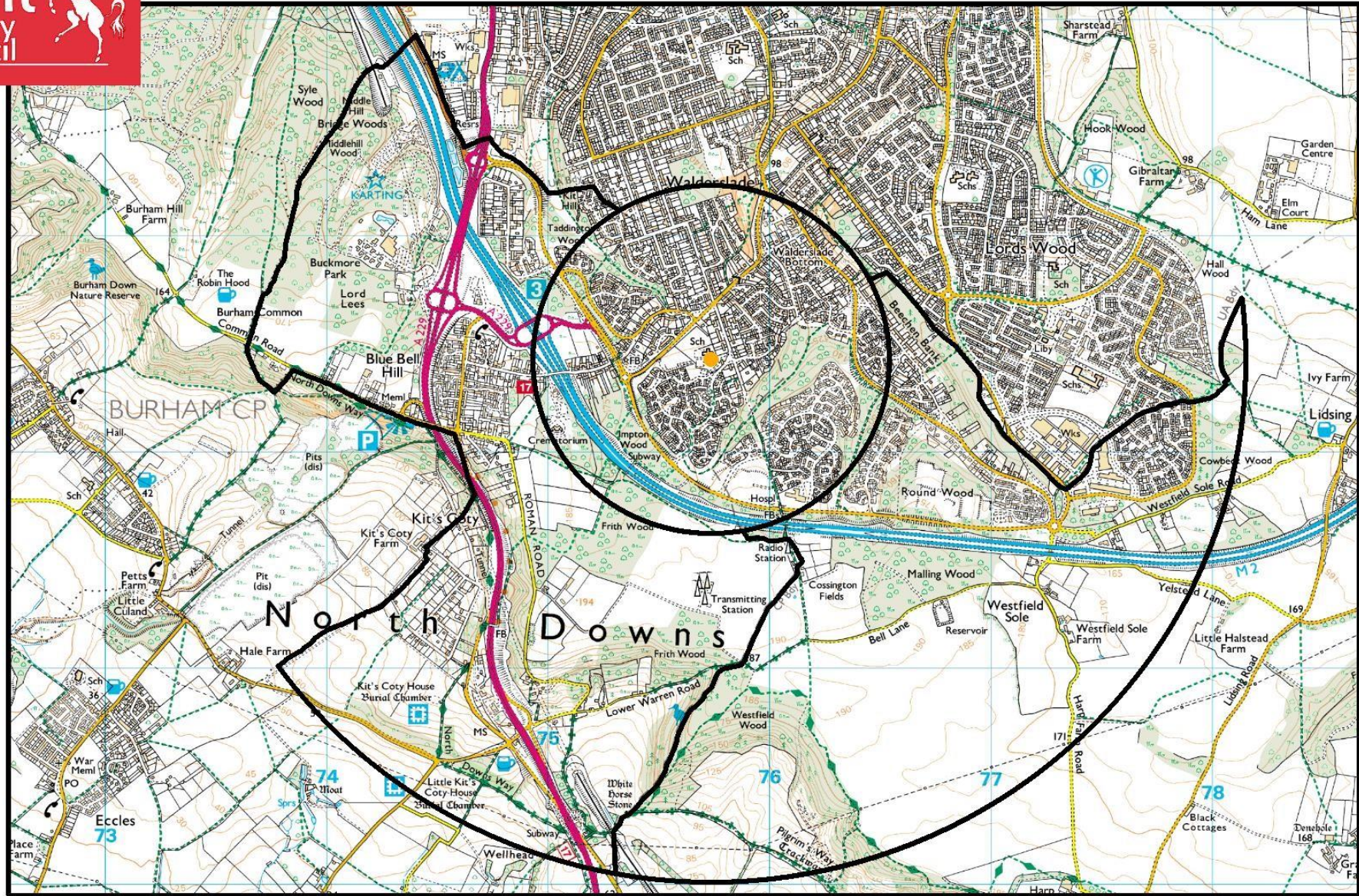
If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above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

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

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

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

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

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

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

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

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

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

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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	Linked With	5223	Brookfield Junior School
2329	Callis Grange Nursery and Infant School	Linked With	3360	St Peter-in-Thanel Church of England Junior School*
2574	Downs View Infant School	Linked With	2052	Kennington Church of England Junior School*
2263	Herne Bay Infant School	Linked With	5206	Herne Bay Junior School *
3295	Herne CE Infant & Nursery School	Linked With	3338	Herne CE (Aided) Junior School *
2459	Riverhead Infant School	Linked With	2141	Amherst School (Academy) Trust *
2626	Sandwich Infant School	Linked With	2627	Sandwich Junior School
2337	St Crispin's Community Infant School	Linked With	3181	St Saviour's Church of England Junior School
3073	St Michael's Church of England Infant School	Linked With	3072	St Michael's Church of England Junior School
2328	St Mildred's Infant School*	Linked With	2523	Upton Junior School*
2474	St Paul's Infant School	Linked With	2175	North Borough Junior School
2611	St Stephen's Infant School	Linked With	2608	St. Stephen's Junior School *
3081	Thurnham Church of England Infant School	Linked With	5203	Roseacre Junior School*
2276	Willesborough Infant School	Linked With	5226	Willesborough Junior School *

* Own admission authority Schools

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

DfE no.	School name	District	Sub Type	Status	PAN
3909	Ashford Oaks Community Primary School	Ashford	Primary	Community	60
2278	Bethersden Primary School	Ashford	Primary	Community	20
3136	Brabourne CEP School	Ashford	Primary	Voluntary Controlled	15
2574	Downs View Infant School	Ashford	Infant	Community	90
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
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	<i>Chartham Primary School</i>	<i>Canterbury</i>	<i>Primary</i>	<i>Community***</i>	60
3123	Chislet CEP School	Canterbury	Primary	Voluntary Controlled	14
2263	Herne Bay Infant School	Canterbury	Infant	Community	90
3295	Herne CEI School	Canterbury	Infant	Voluntary Controlled	90
2265	Hoath Primary School	Canterbury	Primary	Community	15
3126	Littlebourne CEP School	Canterbury	Primary	Voluntary Controlled	15
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	<i>St. Stephen's Infant School</i>	<i>Canterbury</i>	<i>Infant</i>	<i>Community***</i>	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
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
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
3173	<i>Kingsdown & Ringwold CEP School</i>	<i>Dover</i>	<i>Primary</i>	<i>Voluntary Controlled***</i>	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
2322	Preston Primary School	Dover	Primary	Community	20
2312	River Primary 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	<i>Worth Primary School</i>	<i>Dover</i>	<i>Primary</i>	<i>Community***</i>	10
3146	Bodsham CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	13
3137	Brookland CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3904	Castle Hill Community Primary School	Folkestone & Hythe	Primary	Community	58
3902	Hythe Bay C of E Primary School	Folkestone & Hythe	Primary	Voluntary Controlled	45
3154	Lyminge CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
3155	Lympne CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	30
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	30
3160	Selsted CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3149	St. Martin's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	30
3150	St. Peter's CEP School, Folkestone	Folkestone & Hythe	Primary	Voluntary Controlled	15
3158	Stelling Minnis CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
3159	Stowting CEP School	Folkestone & Hythe	Primary	Voluntary Controlled	15
2094	Cobham Primary School	Gravesham	Primary	Community	30
2109	Higham Primary School	Gravesham	Primary	Community	30
2674	Kings Farm Primary School	Gravesham	Primary	Community	52
2509	Singlewell Primary School	Gravesham	Primary	Community	60
2519	Vigo Village School	Gravesham	Primary	Community	30
2161	Boughton Monchelsea Primary School	Maidstone	Primary	Community	30
3061	Bredhurst CEP School	Maidstone	Primary	Voluntary Controlled	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
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	15
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	30
3282	Boughton-under-Blean & Dunkirk Primary School	Swale	Primary	Voluntary Controlled	30
2254	Canterbury Road Primary School	Swale	Primary	Community	30
2228	Davington Primary School	Swale	Primary	Community	60
2226	Eastling Primary School	Swale	Primary	Community	15
2227	Ethelbert Road Primary School	Swale	Primary	Community	30
3109	Hernhill CEP School	Swale	Primary	Voluntary Controlled	30
2231	Lower Halstow School	Swale	Primary	Community	30
3111	Newington CEP School	Swale	Primary	Voluntary Controlled	30
3108	Ospringe CEP School	Swale	Primary	Voluntary Controlled	30
2239	Rodmersham School	Swale	Primary	Community	10
2245	Rose Street School	Swale	Primary	Community	60
3117	Teynham Parochial CEP School	Swale	Primary	Voluntary Controlled	30
2434	West Minster Primary School	Swale	Primary	Community	90
3178	Birchington CEP School	Thanet	Primary	Voluntary Controlled	60
2329	Callis Grange Nursery & Infant School	Thanet	Infant	Community	90
2340	Ellington Infant School	Thanet	Infant	Community	60

3179	Holy Trinity & St. John's CEP School, Margate	Thanet	Primary	Voluntary Controlled	60
3182	Minster CEP School	Thanet	Primary	Voluntary Controlled	60
3183	Monkton CEP School	Thanet	Primary	Voluntary Controlled	15
3918	Newington Community Primary School and Nursery	Thanet	Primary	Community	90
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
3186	St. Nicholas at Wade CEP School	Thanet	Primary	Voluntary Controlled	30
3181	St. Saviour's CEJ School	Thanet	Junior	Voluntary Controlled	96
2514	Brookfield Infant School	Tonbridge & Malling	Infant	Community	60
5223	Brookfield Junior School, Larkfield	Tonbridge & Malling	Junior	Community	64
3062	Burham CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	28
2065	Discovery School, 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
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
3057	St. Peter's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	24

2539	Stocks Green Primary School	Tonbridge & Malling	Primary	Community	30
2156	Sussex Road Community Primary School	Tonbridge & Malling	Primary	Community	60
3082	Trottscliffe CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	12
2530	Tunbury Primary School	Tonbridge & Malling	Primary	Community	90
2079	Woodlands Primary School	Tonbridge & Malling	Primary	Community	90
3088	Wouldham, All Saint's CEP School	Tonbridge & Malling	Primary	Voluntary Controlled	60
3022	Benenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3023	Bidborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2490	Bishops Down Primary School	Tunbridge Wells	Primary	Community	30
2651	Broadwater Primary School	Tunbridge Wells	Primary	Community	30
2128	Capel Primary School	Tunbridge Wells	Primary	Community	30
2465	Claremont Primary School	Tunbridge Wells	Primary	Community	60
3027	Cranbrook CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3198	Frittenden CEP School	Tunbridge Wells	Primary	Voluntary Controlled	15
3029	Goudhurst & Kilndown CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3032	Hawkhurst CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
3034	Lamberhurst St. Mary's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30
2482	Langton Green Primary School	Tunbridge Wells	Primary	Community	60
2139	Pembury School	Tunbridge Wells	Primary	Community	60
2142	Sandhurst Primary School	Tunbridge Wells	Primary	Community	30
3297	Southborough CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3050	St. John's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	90
3052	St. Mark's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3294	St. Matthew's High Brooms CEP School	Tunbridge Wells	Primary	Voluntary Controlled	60
3053	St. Peter's CEP School	Tunbridge Wells	Primary	Voluntary Controlled	30

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

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Appendix C

Kent County Council

Determined Admissions Arrangements for Academic Year 2021/22

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

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

Introduction / Background

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

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

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

Determined 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

Dover Grammar School for Boys (a Foundation School) uses a dual testing arrangement to determine eligibility for admission (boys may be found eligible through the school's own "Dover" test and/or Kent's 11+ process), a practice most recently confirmed by the Schools Adjudicator in 2019 (ref: ADA 3581). The Dover Grammar School for Girls remains a Community School, but provision has been made for a matching arrangement, also confirmed by the Schools Adjudicator in 2019 (ref: ADA3580) so Dover Grammar School for Girls will include in its oversubscription criteria that "Entry is through the Kent age 11 assessment procedure or the school's own "Dover" test." The tests for the Dover grammar schools normally take place on a Saturday in September. Both schools will make provision for an alternative date for candidates who are unable to take their test on the published date because of illness or by reason of religious observance.

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

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

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

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

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

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

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

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

written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

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

Nearness of children's homes to school - we use the distance between the child's permanent home address 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/ols or by paper SCAF and return to Kent County Council

CHILD'S DETAILS

FORENAME	SURNAME	DATE OF BIRTH
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		

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

Determined 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 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.

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

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

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

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

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

Health and Special Access Reasons - Medical / Health 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

Determined 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:

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

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

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

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

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

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

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

complete the attached Supplementary Information Form and return it to the school by 31 October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.

Nearness of children's homes to school - we use the distance between the child's permanent home address 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/ols or by paper SCAF and return to Kent County Council

CHILD'S DETAILS

FORENAME	SURNAME	DATE OF BIRTH
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		

PARENT / CARER DETAILS

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

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

Determined 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.

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

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

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

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

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

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

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

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

Nearness of all other children's homes to school – The distance between the child’s permanent home address 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.

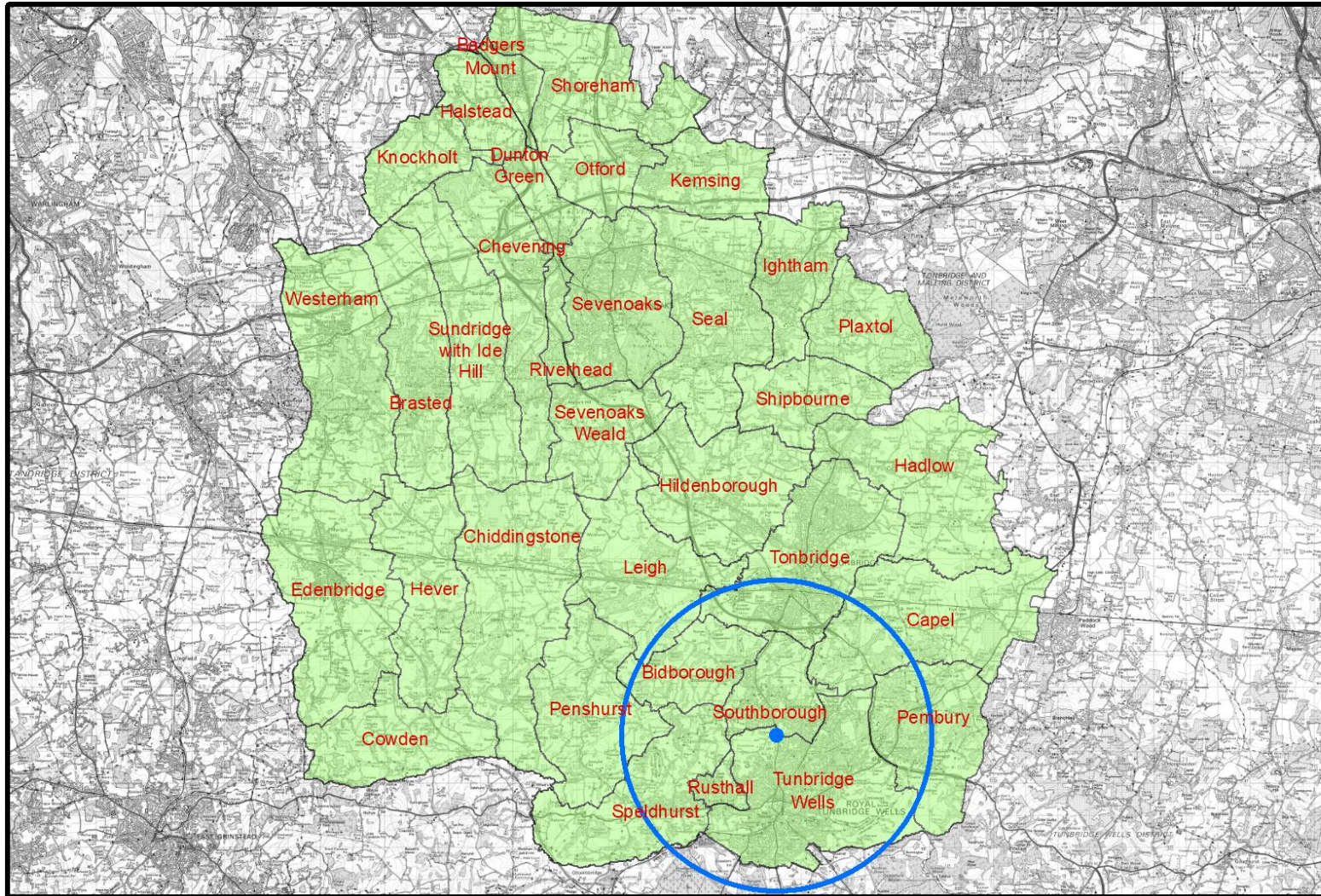
Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of 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



0 1.25 2.5 5 Miles



Produced by: Admissions and Transport
Dated



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

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

3.1 Ever 6 FSM

The pupil premium 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
----------	---------	---------------

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
----------------	----	-----	-------------

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

Determined 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 including from outside of England
- 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 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 2021 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.

Determined 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	2021 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*

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.
Folkestone & Hythe	Folkestone and Hythe district plus Capel-le-Ferne, Lydden, Barham, Bradbourne, Smeeth, Aldington, Orlestone.
Ashford	Ashford Borough plus Brenzett, Lympne, Sellindge, Stowting, Elmsted, Petham, Chartham, Dunkirk, Selling, Sheldwich, Lenham, Headcorn, Frittenden, Cranbrook, Benenden, Sandhurst.
Maidstone	Maidstone Borough plus Hartlip, Newington, Borden, Bredgar, Doddington, Milsted, Kingsdown, Eastling, Charing, Egerton, Smarden, Biddenden, Frittenden, Cranbrook, Goudhurst, Horsmonden, Capel, Wateringbury, Paddock Wood, East Peckham, East Malling, Larkfield, Ditton, Aylesford, Burham, Wouldham, Snodland, Leybourne, Ryarsh, Kings Hill, West Malling, Trottiscliffe, Offham, Mereworth, Platt, Plaxtol, Borough Green, Ightham, Wrotham, Stansted & Fairseat.
Gravesham	Gravesham Borough plus Dartford Borough, Snodland, Ryarsh, Trottiscliffe, Stansted & Fairseat, Ash-cum-Ridley, Hartley, Fawkham, West Kingsdown, Horton Kirby, Farningham, Eynsford, Swanley, Crockenhill.
Dartford	Dartford Borough plus Ash-cum-Ridley, Hartley, West Kingsdown, Fawkham, Eynsford Swanley, Crockenhill.
Sevenoaks	Sevenoaks District plus Dartford Borough, Stansted & Fairseat, Wrotham, Ightham, Southborough, Borough Green, Tunbridge Wells, Plaxtol, Pembury, Shipbourne, Speldhurst.
Tonbridge	Tonbridge and Malling Borough plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tunbridge Wells Borough, Yalding.
Malling	Tonbridge and Malling Borough plus, Boxley, Maidstone, Barming, Meopham, Ash-cum-Ridley, West Kingsdown, Kemsing.
Tunbridge Wells	Tunbridge Wells plus Sevenoaks District (excluding Swanley, Farningham, Horton Kirby, Fawkham and Hartley), Tonbridge, Hildenborough, Hadlow, East Peckham, Shipbourne, Ightham, Plaxtol, Borough Green, Mereworth, Wateringbury, Yalding.
Cranbrook	Tunbridge Wells plus Marden, Staplehurst, Headcorn, Biddenden, Tenterden, Rolvenden.

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Appendix D

Kent County Council

Determined Admissions Arrangements for Academic Year 2022/23

Community and Voluntary Controlled Secondary Schools in Kent

Produced by:
Admissions and Transport

Contact Details

Admissions and Transport Office
Room 2.24
Sessions House
County Hall
Maidstone
Kent, ME14 1XQ

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

Introduction / Background

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

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

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

Determined 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

Dover Grammar School for Boys (a Foundation School) uses a dual testing arrangement to determine eligibility for admission (boys may be found eligible through the school's own "Dover" test and/or Kent's 11+ process), a practice most recently confirmed by the Schools Adjudicator in 2019 (ref: ADA 3581). The Dover Grammar School for Girls remains a Community School, but provision has been made for a matching arrangement, also confirmed by the Schools Adjudicator in 2019 (ref: ADA3580) so Dover Grammar School for Girls will include in its oversubscription criteria that "Entry is through the Kent age 11 assessment procedure or the school's own "Dover" test." The tests for the Dover grammar schools normally take place on a Saturday in September. Both schools will make provision for an alternative date for candidates who are unable to take their test on the published date because of illness or by reason of religious observance.

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

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

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

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

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

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

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

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

physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

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

Nearness of children's homes to school - we use the distance between the child's permanent home address 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/ols 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

Determined 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 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.

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

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

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

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

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

Health and Special Access Reasons - Medical / Health 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

Determined 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:

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

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

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

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

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

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

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

Nearness of children's homes to school - we use the distance between the child's permanent home address 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

Determined 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.

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

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

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

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

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

Children who live within a 3 mile radius of the school - Children will be ranked according to the distance from their home to the Tunbridge Wells Grammar school for Boys with those living closest being ranked highest. The distance is measured between the child's permanent address and the school in a straight line using National Land and

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

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

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

Nearness of all other children's homes to school – The distance between the child’s permanent home address 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.

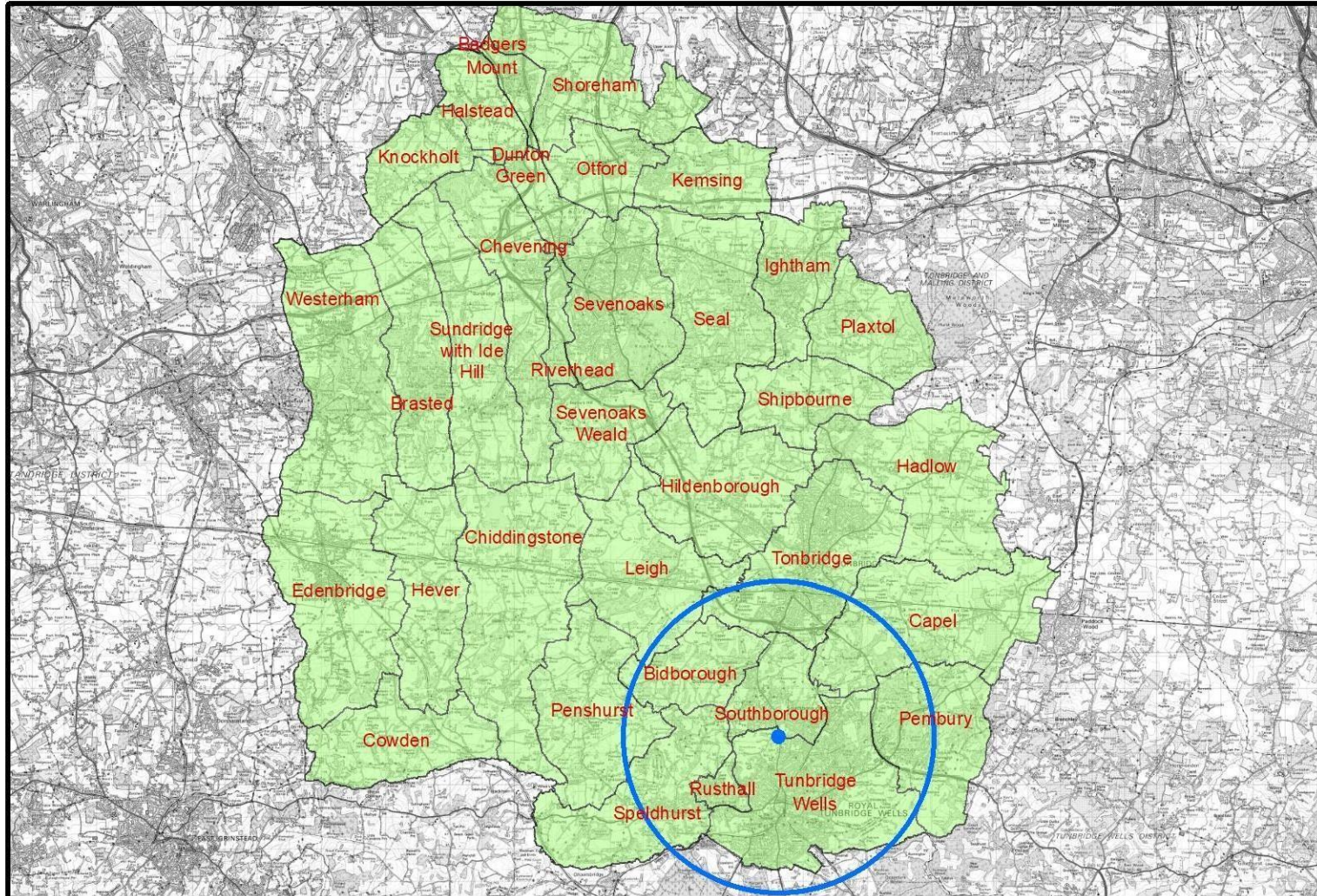
Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of 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.

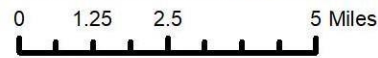
The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed 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

Determined 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 including those adopted from outside England
- 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 2022 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.

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

DfE no.	School name	District	Sub Type	Status	Published Admission Number
4109	Dover Grammar School for Girls	Dover	Grammar	Community	140
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	300

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

KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

Shellina Prendergast, Cabinet Member for Education and Skills

DECISION NO:

Unrestricted

Key decision: **YES**

Agree updated determined 2021-22 and 2022-23 admission arrangements for Kent community and voluntary controlled primary schools and Kent community and voluntary controlled secondary schools to accommodate new legal requirements in the forthcoming 2021 School Admissions Code

Subject: Updated 2021-22 and 2022-23 Admissions Arrangements for Community and Voluntary Controlled schools

Decision:

Following the implementation of the new 2021 School Admissions Code, as Cabinet Member for Education and Skills, I **determine:**

- a) Updated admission arrangements for Kent community and voluntary controlled primary schools for 2021-22 as detailed in Appendix A
- b) Updated admission arrangements for Kent community and voluntary controlled primary schools for 2022-23 as detailed in Appendix B
- c) Updated admission arrangements for Kent community and voluntary controlled secondary schools for 2021-22 as detailed in Appendix C
- d) Updated admission arrangements for Kent community and voluntary controlled secondary schools for 2022-23 as detailed in Appendix D

Reason(s) for decision:

Admission authorities are legally required to determine admissions arrangements for their schools by 28 February each year. KCC fulfils this duty annually and following consideration at Education Cabinet Committee, the Cabinet Member for Education and Skills formally determines admission arrangements in line with the requirements of the 2014 Admissions Code.

Government consulted on a new Admissions Code in late 2020 and following consideration of responses, laid a new Admissions Code before parliament which will come into force on 1 September 2021, subject to the necessary parliamentary procedure.

The 2021 School Admissions Code requires children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC).

This new provision will necessitate variations to determined admission arrangements to take effect from 1 September 2021. All admission authorities will need to vary their admission arrangements for 2021/22 (which would have been determined by 15 February 2020) and their admission arrangements for 2022/23 (which would have been determined by 15 February 2021). Without these variations, admission arrangements that have already been determined will no longer comply with the Code from this date.

Equality Implications

Equalities implications were considered by government during their National consultation. KCC is legally required to make these changes.

Cabinet Committee recommendations and other consultation:

This will be completed after the meeting of CYPE Cabinet Committee on 30 June 2021

Any alternatives considered and rejected:

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

.....

signed

.....

date

From: **Shellina Prendergast, Cabinet Member for Education and Skills**
Matt Dunkley CBE, Corporate Director for Children, Young People and Education

To: **Children, Young People and Education Cabinet Committee, 30 June 2020**

Subject: **Proposal to expand school sports facilities on the Wilderness Campus.**

Classification: **Unrestricted**

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

Electoral Division: **Sevenoaks Town, Mr Richard Streatfeild MBE**

Summary:

This report follows up the decision number 20/00009 (proposal to expand Tunbridge Wells Grammar School for Boys onto a satellite) and decision number 20/00045 (purchase of land south of Seal Drive, Sevenoaks) and provides details of the project and funding to extend the sports offer to the three schools on the Wilderness Campus and the local community.

Recommendation:

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

- i. endorse the addition of £1.5m of Community Infrastructure Levy funding to total the project budget for the expansion of Tunbridge Wells Grammar School for Boys onto a satellite, to provide enhanced sporting facilities on the Wilderness Campus. The total budget allocated for the expansion will increase to £17.4m.
- ii. delegate authority to the Director of Infrastructure, in consultation with the Cabinet Member for Education and Skills, to approve necessary development works required to develop the land into usable playing fields and to finalise the terms of and enter into relevant contracts or other legal agreements as required to implement this decision.
- iii. delegate authority to the Director of Infrastructure in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- iv. authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

1.

2. Introduction

- 2.1. Kent County Council (KCC) as the Local Authority has a statutory duty to ensure sufficient school places are available. The County Council's Commissioning Plan for Education Provision in Kent is a five-year rolling plan which is updated annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the current plan can be viewed from this link:

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

- 2.2. The need to retain and where possible expand the limited all ability Secondary provision remains a priority in Sevenoaks, whilst the provision of Grammar school places in Sevenoaks is a long-standing commitment of the council, following a decision taken in 2012.
- 2.3. The Weald of Kent Grammar School provides the 3FE of girl's provision and the Tunbridge Wells Grammar School for Boys provides the boy's provision. Trinity School is the third school on the Wilderness Campus and offers 6FE of co-ed all-ability.

3. Background

- 3.1. The accommodation for Trinity School and Weald of Kent Grammar School have been built and the schools are offering places on the Wilderness Campus. In order to expand Tunbridge Wells Grammar School for Boys by 3FE, KCC are building a satellite of the school on the Wilderness Campus.

The establishment of a satellite provision for Tunbridge Wells Grammar School for Boys adds 3FE to the existing 6FE and 3FE from Trinity School and Weald of Kent Grammar School, respectively. The decision to expand Tunbridge Wells Grammar School for Boys can be viewed here:

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=2372>

- 3.2. The original site design indicated that there was sufficient land to provide adequate sports facilities for 12FE, but it was understood and accepted that there would have to be very close integration of sports and physical education curricula across the three users.
- 3.3. The site survey conducted in 2019 indicated that the gross site area of the Wilderness Campus, for a pupil population of the site of 2,400 (12FE) was just within the range for a 12FE site according to Building Bulletin 103. However, the net area was below that suggested, because large areas were not suitable for formal sporting facilities, being habitat or protected woodland. Nevertheless, studies indicated that the three schools would be able to deliver their sporting curriculum if the existing facilities were carefully managed and scheduled between the schools.

3.4. In late 2019 an opportunity arose where land adjacent to the site was offered for sale by the Royal Society for Blind Children. The land measured approximately 9 acres and would support the provision of a further two grassed areas for summer and winter sport, including football, athletics, cricket and rugby

3.5. A decision to purchase the land was taken by the Cabinet member, decision number 20/00045 (Purchase of Land South of Seal Drive in Sevenoaks)

<https://democracy.kent.gov.uk/documents/s96775/Signed%20RoD.pdf>

3.6. Following the acquisition of the new land, KCC's appointed consultants were able to reconsider the sports offer. The revised proposal is a significant expansion to the original project aspirations, providing additional facilities including laying two more all-weather pitches, resulting in there being one for each school. The list of the new proposed sports offer is:

- Two 4-court indoor sports halls.
- Seven hard surface MUGA (Multi-Use Games Areas) marked for tennis, netball, basketball, five a side football and other sports.
- One all-weather pitch surfaced for hockey (with LED lighting)
- Two all-weather pitch surfaced for football or rugby (with LED lighting)
- Grassed areas for use with summer and winter markings, to facilitate:
 - Winter
 - Two grassed football / rugby pitches.
 - Training squares.
 - Summer
 - Cricket wicket and field
 - Athletics track
 - 100m straight sprint track.
 - Long jump and field athletics areas for javelin, discus & shot.
 - Two rounders squares.
 - Cricket nets
- Cross country circuit, approx. 1.5km

3.7. Enhancing the sports facilities as outlined above would result in an additional cost to the CYPE capital budget of £1.5m.

3.8. Therefore, to ensure the three schools on the campus could access enhanced more flexible sporting facilities, which would not only increase their ability to timetable more easily but also provide enhanced facilities for use by the wider community, it was decided that a bid for CIL funding should be submitted to Sevenoaks District Council.

3.9. In order to provide the correct facilities, KCC has sought advice and accreditation from National sporting bodies including the Football Association, England Hockey and Sport England. Pitches and facilities are being provided in line with these national guidelines.

3.10. Sevenoaks District Council has, as requirement for release of CIL funding, requested that the facilities have a strong community focus, and be able to be available for use by the community out of school hours and weekends. KCC and the three schools have had many enquiries from local sports clubs and groups about pitch availability once the project is complete. It has been agreed that a formal Community Use Agreement will be entered into to underpin this requirement.

4. Alternative Proposals

4.1. There are no possible alternatives.

5. Financial Implications

Capital

5.1. A study was carried out in 2020, which estimated the cost of delivery being approximately £1.5m, over and above the funding previously agreed for the Tunbridge Wells Grammar School for Boys expansion.

5.2. It was decided that KCC would apply to Sevenoaks District Council for the funding to be awarded under the Community Infrastructure Levy. KCC were successful with their bid for funding and, pending legal agreement, will receive this when it is required.

5.3. The CIL funding from Sevenoaks District Council will be solely used to facilitate the new sports facilities. All other works to the Campus are fully costed in the existing budget as agreed in the decision number 20/00009

Revenue

5.4. No additional revenue costs, with maintenance costs being covered by local community hire charges and the relevant schools' delegated budgets.

Human

5.5. No additional staff costs.

6. Kent Policy Framework

6.1. The 'Kent Commissioning Plan for Education Provision, 2020-24 identified a pressure on 'Increasing Opportunities, Improving Outcomes: Kent County Council's Strategic Statement (2015-2020)'.

6.2. The provision of sufficient school places is a statutory duty and contributes to the Strategic Business Plan Priorities to ensure that "Children and Young People in Kent get the best start in life".

7. Consultation

- 7.1. Consultation on the enhancements to the sports facilities are being conducted as part of the planning process. Details can be found here:

<https://www.kentplanningapplications.co.uk/Planning/Display/KCC/SE/0045/2021>

- 7.2. The original consultation results to the proposal to expand Tunbridge Wells Grammar School for Boys can be viewed here:

<https://democracy.kent.gov.uk/documents/s97842/App%201.pdf>

8. Views

The Local Member

- 8.1. Richard Streatfeild MBE has been informed of the proposal.

Mr Streatfeild said, "I am delighted to lend my support to this project. It delivers policy objectives in many areas; not just education. The increase in sports facilities will benefit pupils and residents in Sevenoaks Town and the surrounding villages. That it comes at no cost to the council is a welcome bonus. In the last year we have rediscovered the importance of physical fitness is for our health, exercise for mental wellbeing and social contact for our community; this project fulfils all of those requirements. It has my strongest support."

Area Education Officer

- 8.2. Although the original plan showed that there would be sufficient areas and facilities to allow all three schools to offer a full and balanced sports curriculum, this project will create a sporting offer that will be modern and flexible, with no additional capital costs being met from the current CYPE Capital budget. The schools are fully supportive of this project and we have received many enquiries from the local community wishing to make use of these facilities at appropriate times. I therefore support the proposal.

Schools

- 8.3. The head teachers and governing bodies of all three schools have indicated that they fully support his proposal.

9. Equality Impact Assessment

- 9.1. Two equality impact assessments have been completed that apply to the project. These are the original decision to expand the Tunbridge wells Grammar School:

https://kcccconsultations.inconsult.uk/gf2.ti/f/1080450/58011205.1/DOCX/-/TW_Grammar_EqIA.docx

and the Decision to purchase the land off Seal Drive (as an appendix to the report below).

<https://democracy.kent.gov.uk/documents/s96776/Report.pdf>

10. Conclusions

- 10.1. Although the original site plan indicated that there was sufficient land to provide adequate sports facilities for 12FE, it would have required very robust scheduling and integration by the three schools. This project ensures that the schools can offer students a wider and more flexible sports curriculum.
- 10.2. The project also has a significant benefit to the local community, providing sporting facilities that can be used out of school hours.
- 10.3. The £1.5m CIL funding is being provided by Sevenoaks District Council and is therefore at no cost to Kent County Council.

11. Recommendations

- I That the Cabinet Member for Education and Skills endorses the addition of £1.5m of Community Infrastructure Levy funding to total the project budget for the expansion of Tunbridge Wells Grammar School for Boys onto a satellite, to provide enhanced sporting facilities on the Wilderness Campus. The total budget allocated for the expansion will increase to £17.4m.
- II That the Cabinet Member for Education and Skills authorises the Director of Infrastructure, in consultation with the Cabinet Member for Education and Skills, to approve necessary development works required to develop the land into usable playing fields and to finalise the terms of and enter into relevant contracts or other legal agreements as required to implement this decision.
- III That the Cabinet Member for Education and Skills delegate authority to the Director of Infrastructure in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- IV That the Cabinet Member for Education and Skills authorises the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

12. Background Documents

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

<http://www.kent.gov.uk/about-thecouncil/strategies-and-policies/corporate-policies/increasing-opportunitiesimproving-outcomes>

12.2. Kent Commissioning Plan for Education Provision

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

13. Contact details

Report Author:

Ian Watts

Area Education Officer –North Kent

Tel number: 03000 414302

ian.watts@kent.gov.uk

Relevant Director:

Christine McInnes

Director of Education

03000 418913

christine.mcinnnes@kent.gov.uk

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KENT COUNTY COUNCIL –PROPOSED RECORD OF DECISION

DECISION TO BE TAKEN BY:

**Shellina Prendergast
Cabinet Member for Education and Skills**

DECISION NO:

**(To be completed by
Democratic Services)**

Unrestricted

Key decision: **Yes, Over £1m**

Subject:

Proposal to expand school sports facilities on the Wilderness Campus

Decision:

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

- endorse the addition of £1.5m of Community Infrastructure Levy funding to total the project budget for the expansion of Tunbridge Wells Grammar School for Boys onto a satellite, to provide enhanced sporting facilities on the Wilderness Campus. The total budget allocated for the expansion will increase to £17.4m.
- delegate authority to the Director of Infrastructure, in consultation with the Cabinet Member for Education and Skills, to approve necessary development works required to develop the land into usable playing fields and to finalise the terms of and enter into relevant contracts or other legal agreements as required to implement this decision.
- delegate authority to the Director of Infrastructure in consultation with the General Counsel and Director of Education to enter into any necessary contracts / agreements on behalf of the County Council.
- authorise the Director of Infrastructure to be the nominated Authority Representative within the relevant agreements and to enter into variations as envisaged under the contracts.

Reason(s) for decision:

In order to expand Tunbridge Wells Grammar School for Boys by 3FE, KCC are building a satellite of the school on the Wilderness Campus.

The establishment of a satellite provision for Tunbridge Wells Grammar School for Boys adds 3FE to the existing 6FE and 3FE from Trinity School and Weald of Kent Grammar School, respectively. The decision to expand Tunbridge Wells Grammar School for Boys can be viewed here:

<https://democracy.kent.gov.uk/ieDecisionDetails.aspx?ID=2372>

The original site design indicated that there was sufficient land to provide adequate sports facilities for 12FE, but it was understood and accepted that there would have to be very close integration of sports and physical education curricula across the three users.

The site survey conducted in 2019 indicated that the gross site area of the Wilderness Campus,

for a pupil population of the site of 2,400 (12FE) was just within the range for a 12FE site according to Building Bulletin 103. However, the net area was below that suggested, because large areas were not suitable for formal sporting facilities, being habitat or protected woodland. Nevertheless, studies indicated that the three schools would be able to deliver their sporting curriculum if the existing facilities were carefully managed and scheduled between the schools.

In late 2019, an opportunity arose where land adjacent to the school was offered for sale by the Royal Society for Blind Children. The land measured approximately 9 acres and would support the provision of a further two grassed areas for summer and winter sport, including football, athletics, cricket and rugby

A decision to purchase the land was taken by the Cabinet member, decision number 20/00045 (Purchase of Land South of Seal Drive in Sevenoaks)

<https://democracy.kent.gov.uk/documents/s96775/Signed%20RoD.pdf>

Following the acquisition of the new land, KCC's appointed consultants were able to reconsider the sports offer. The revised proposal is a significant expansion to the original project aspirations, providing additional facilities including laying two more all-weather pitches, resulting in there being one for each school. The list of the new proposed sports offer is:

- Two 4-court indoor sports halls.
- Seven hard surface MUGA (Multi-Use Games Areas) marked for tennis, netball, basketball, five a side football and other sports.
- One all-weather pitch surfaced for hockey (with LED lighting)
- Two all-weather pitch surfaced for football or rugby (with LED lighting)
- Grassed areas for use with summer and winter markings, to facilitate:
 - Winter
 - Two grassed football / rugby pitches.
 - Training squares.
 - Summer
 - Cricket wicket and field
 - Athletics track
 - 100m straight sprint track.
 - Long jump and field athletics areas for javelin, discus & shot.
 - Two rounders squares.
 - Cricket nets
- Cross country circuit, approx. 1.5km

Enhancing the sports facilities as outlined above would result in an additional cost to the CYPE capital budget, estimated at £1.5m. Therefore, to ensure the three schools on the campus could access enhanced more flexible sporting facilities, which would not only increase their ability to timetable more easily but also provide enhanced facilities for use by the wider community, it was decided that a bid for CIL funding should be submitted to Sevenoaks District Council,

In order to provide the correct facilities, KCC has sought advice and accreditation from National sporting bodies including the Football Association, England Hockey and Sport England. Pitches and facilities are being provided in line with these national guidelines.

Sevenoaks District Council has, as requirement for release of CIL funding, requested that the facilities have a strong community focus, and be able to be available for use by the community out of school hours and weekends. KCC and the three schools have had many enquiries from local sports clubs and groups about pitch availability once the project is complete. It has been agreed that a formal Community Use Agreement will be entered into to underpin this requirement.

Contracting for KCC framework building contractors.

Equalities implications

Two Equality Impact Assessments have been completed which apply to this project and the proposal has been assessed as offering improved facilities for students with disabilities and for students of faith and no faith.

The original decision to expand the Tunbridge wells Grammar School:

https://kccconsultations.inconsult.uk/gf2.ti/f/1080450/58011205.1/DOCX/-/TW_Grammar_EqlA.docx

and the Decision to purchase the land off Seal Drive (as an appendix to the report below).

<https://democracy.kent.gov.uk/documents/s96776/Report.pdf>

Data Protection implications

An impact assessment identified no adverse implications and KCC did not handle any personal data relating to this decision.

Financial Implications

Capital

There is no cost to the CYPE Capital budget.

A study was carried out in 2020, which estimated the cost of delivery being approximately £1.5m, over and above the funding previously agreed for the Tunbridge Wells Grammar School for Boys expansion.

It was decided that KCC would apply to Sevenoaks District Council for the funding to be awarded under the Community Infrastructure Levy. KCC were successful with their bid for funding and, pending legal agreement, will receive this when it is required.

The CIL funding from Sevenoaks District Council will be solely used to facilitate the new sports facilities. All other works to the Campus are fully costed in the existing budget as agreed in the decision number 20/00009.

Revenue Funding:

The maintenance costs for the additional sports facilities will be through the schools' budgets, facilitated by a joint agreement between all parties.

Cabinet Committee recommendations and other consultation:

The report will be shared with Members of the CYPE Cabinet Committee for comment, prior to a decision being taken.

Any alternatives considered and rejected:

There are no alternatives.

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

.....
Signed

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date

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From: Sue Chandler, Cabinet Member – Integrated Children’s Services

Shellina Prendergast, Cabinet Member – Education and Skills

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

To: Children, Young People’s and Education Cabinet Committee – **30 June 2021**

Subject: **Reconnect: Kent Children and Young People Programme**

Classification: **Unrestricted**

Past Pathway of report: Previous report to Cabinet 15th March 2021, leading to decision 21/00035. Attached paper Cabinet report 24 June 2021 leading to decision 21/00042.

Future Pathway of report: None

Electoral Division: All

Summary:

The attached report is being considered by Cabinet on 24 June 2021. It provides details of the aims, objectives, scope, funding and governance of the Reconnect Programme.

Recommendation(s):

Members of the Children and Young People’s Cabinet Committee are asked to note the report to Cabinet on 24 June 2021.

Background Documents

1.1 The Reconnect: Kent C&YP Programme paper, which went to Cabinet on 15 March 2021, was used to support the development of this report.

Contact Details

Report Author:

David Adams
Reconnect Programme Director
03000 414989

david.adams@kent.gov.uk

Relevant Director:

Matt Dunkley CBE, Corporate Director,
Children, Young People and Education
03000 416 991

Matt.Dunkley@kent.gov.uk

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From: Sue Chandler, Cabinet Member – Integrated Children’s Services
Shellina Prendergast, Cabinet Member – Education and Skills
Matt Dunkley, Corporate Director – Children, Young People and Education

To: **Cabinet – 24 June 2021**

Subject: **Decision 21/00042 - Reconnect: Kent Children and Young People Programme**

Classification: **Unrestricted**

Past Pathway of report: Previous report to Cabinet 15th March 2021, leading to decision 21/00035

Future Pathway of report: None

Electoral Division: All

Summary:

On 15 March 2021, Cabinet agreed the creation of the ‘Reconnect: Kent Children and Young People’s Programme. This initiative invites the whole Kent community to join together to provide a range of exciting and supportive opportunities for children and young people during the period to end of August 2022, in order to recognise their selfless contribution to helping keep the residents of Kent as safe as possible during the past 15 months. The Revenue and Capital Outturn 2020-21 Report, presented to Cabinet as part of this agenda, includes a recommendation to set up a specific reserve totalling £10m to support the outcomes of Reconnect.

Due to limited timescales and the urgency to commence Reconnect, Cabinet confirm that its decision (21/00035) established the Programme via formal governance to ensure transparency, evidenced a clear intention to deliver in the future and allowed appropriate preparatory work to be undertaken, prior to a further key decision where scope, objectives, outcomes and funding for the full project may be confirmed. This report provides an update on the preparatory work undertaken, sets out the scope of the programme, including its aims, objectives and outcomes, and proposes a governance model and funding framework.

Recommendation(s):

Cabinet to:

1. Set the scope of Reconnect as per section 4.1 of this report.
2. Agree the aims, strategic objectives and outcomes of Reconnect as per section 3 of this report.
3. Agree a specific Reconnect reserve of £10m, the funding principles and the criteria within which Reconnect will operate as set out within section 6 of this report, including the Funding Framework that is intended to provide sufficient flexibility to respond to the needs of the County and the allocation of additional funding sources that may become available over the life of this project, as set out in section 6.4 of this report.

4. Confirm the governance arrangements for Reconnect, as set out in section 8 of this report.
5. Delegate authority to the Corporate Director for Children, Young People and Education to take necessary actions, including but not limited to, entering into relevant contracts or other legal agreements, as required to implement Reconnect.
6. Delegate authority to the Corporate Director of Finance after consultation with Leader to update, review and amend the proposed distribution of funding in response to changing need, including use of additional funding within the scope of the programme.

1. Introduction

- 1.1 Members have been united in expressing their concern about the impact of the pandemic on the children and young people (C&YP) of Kent and recognising the key role and responsibilities of the County Council in supporting our C&YP people recover. Accordingly, Cabinet approved the creation of a “Reconnect: Kent Children and Young People” Programme (Reconnect).
- 1.2 C&YP have made it clear that they want to feel optimistic and look forward. Reconnect must be for all, but it will recognise that some will need more support reconnecting, as the gaps will have become wider for some than others. It will promote **existing** opportunities for C&YP to connect or reconnect to, fund and empower others to create **additional** opportunities, and pull these together into a coherent offer. It will harness the variety of funding streams that exist now, and in the future providing a vehicle for coalescing, corralling and delivering opportunities.
- 1.3 The County Council has a range of ideas, plans and powers that can give life to Reconnect, but we recognise that we are not alone in that. Our colleagues elsewhere in the districts, boroughs and city councils will have their own ideas and plans and it is vital that we draw in partners who already occupy the space to work cohesively to support our C&YP. We will capitalise on the spirit of the Kent community to support each other.
- 1.4 Reconnect is a priority of the County Council and our community. It will operate between now and the end of August 2022, after which we aim to have a more sustainable, better networked community supporting C&YP. We want Kent to “give a year to the children”.

2. Vision Statement

2.1 A Vision of Reconnected Children and Young People

Childhood is a brief and precious period in life, which should be full of fun, adventure, new experiences, and social interactions. These experiences help shape the people we become. The childhoods of Kent’s C&YP have been impacted by the Covid-19 pandemic. Experiences will have varied, these may have been positive or negative and for many, both. We want to create positive change for C&YP. We know impactful change across the County is not something anyone or any single organisation can do alone.

We have a vision of an enhanced and networked approach to creating opportunities for children and young people in their communities. Organisations and communities will thrive, joined around the shared value of generating meaningful impact and sustainable change for children and young people.

We believe in the power of local organisations and communities as drivers for change. C&YP are surrounded by a wealth of skills, strengths, and resources in their local communities. Reconnect is not just about connecting C&YP to these assets but connecting assets to each other to increase their potential. If we get this right, thriving Kent communities will lead to thriving C&YP in Kent.

3. Aims, Objectives and Outcomes of the Programme

3.1 The aim is to reconnect C&YP in Kent to:

- learning missed
- health and happiness
- friends, family and community
- sports, activities and the outdoors
- economic wellbeing.

3.2 The objectives for Reconnect are as follows:

- i. To support C&YP to re-engage in education following the pandemic.
- ii. To work with multi-agency partners, business, community organisations and groups to increase the number of local activities and opportunities available to C&YP in their communities.
- iii. To support C&YP to live healthier lifestyles and engage in sport and physical activity.
- iv. To promote suitable engagement with children's and family services and support groups.
- v. To work with businesses and partner agencies to support young people to engage with future employment opportunities.

3.3 The medium-term outcomes (to be realised during the programme) are:

- i. C&YP catch up with learning missed and are engaged in education.
- ii. More C&YP are engaged in healthier activity.
- iii. C&YP engage in health checks and dental checks.
- iv. Young people and families know how to access mental health services and develop good management strategies.
- v. More families access Free School Meal related benefits.
- vi. Enhance local networks for community assets. These have the resources and support needed to deliver a localised programme of opportunities.
- vii. The "accessibility gap" is reduced for disadvantaged C&YP.
- viii. Connections between C&YP and responsible adults from older generations are increased.
- ix. Families engage with local services and support groups.
- x. Young People that were aged between 15 and 19 at the start of the pandemic are given a better chance of securing work in future.

3.4 The long-term outcomes (to be realised after the programme) are:

- i. C&YP are engaged in education and achieve well. Attainment is back at pre-pandemic levels by 2024 for all students including, in particular, disadvantaged students.
- ii. C&YP are healthier both mentally and physically and understand how to live healthy lives.
- iii. Emotional resilience improves for C&YP.
- iv. Families are better equipped to understand the support that is available to their family to improve whole family wellbeing and prosperity.
- v. Communities can continue to provide a diverse range of opportunities based on the wants and needs of families and young people.
- vi. The “accessibility gap” continues to reduce for disadvantaged C&YP.
- vii. Families are empowered to navigate local services and enhance their self-efficacy and find the right support for them when they need it.
- viii. An increase in inter-generational connection is sustained long-term.
- ix. Young people that were aged between 15 and 19 at the start of the pandemic have as high employment rates in adult life as those that come before or go after.

4. Scope and Timescales

4.1 The following is in scope for the programme:

- Universal programme of activities for C&YP in Kent aged 0–19 years (or 24 with special educational needs and/or disabilities and **specifically** for activity related to unemployment amongst young people). Please note the paper to Cabinet in March 2021 indicated the age range commence at 2 years. The suggested change is to support babies and toddlers as they and their parents may have been isolated and less well supported during lockdown periods, and to support initiatives and activity regarding unemployed young people.
- Activities and opportunities relating to learning missed; health and happiness; family, friends, and communities; sports, activities, and the outdoors; and economic wellbeing.
- Existing and new opportunities.
- Targeted support for those needing more help to reconnect, including financial assistance to reduce the accessibility gap.
- Connecting funding streams.
- Linking initiatives to make the sum greater than the value of the parts.

4.2 The programme will not cover funding for activities post-August 2022 or demand management pressures for existing services.

4.3 There are three key phases to the development and delivery of Reconnect:

Phase 1 – Create climate for change (April – May 2021)

- Make a wide ranging and emotional case for the benefits of the programme.
- Establish a team to co-ordinate the activities within the programme.
- Set the programme vision for all those involved in delivering.

Phase 2 – Engage and enable people (May – August 2021)

- Meaningful engagement with all stakeholders including a universal awareness campaign.

- Identify existing networks and support them to enhance the power of their network to deliver the vision.
- Deliver quick wins, urgent support and programme of summer activities and celebrate them widely.

Phase 3 – Embed and sustain change (August 2021 – August 2022)

- Stay focused on delivery, measure outcomes and impact, and tell good news stories about the great work happening.
- Develop a Legacy Plan to support sustained outcomes and longer-term impact.

4.4 There are a number of forthcoming milestones associated with the programme, including:

- 24 June 2021 – Cabinet approves funding,
- 30 June 2021 – CYPE Cabinet Committee update,
- Early July 2021 – first Young Persons Steering Group meeting,
- 19 July 2021 – launch of Reconnect online directory,
- 31 August 2021 – conclusion of universal awareness campaign and 2021 summer programme,
- September 2021 – receive monitoring reports from summer Reconnect and HAF commissioned activity,
- September 2021, February 2022 and July 2022 – user reviews.

5. Resource Implications

5.1 A small Programme Team has been formed to manage the delivery of “Reconnect”, currently comprising a Programme Director, part-time Programme Manager, Programme Officer, Kickstart Project Manager and part-time Business Support Officer. A Reconnect Project Officer joins in June.

5.2 Six colleagues from across KCC and The Education People have agreed to be the Reconnect “Theme Leads”, co-ordinating Theme Teams and driving work forward to achieve the aims of Reconnect. These colleagues will be managing their Reconnect Themes alongside their current roles.

5.3 A Communications Officer, a Commissioning Officer and a Contracts Officer, and a Finance Officer, all dedicated to Reconnect, are being recruited by the relevant services.

5.4 Support will be required from across KCC directorates, not only in the form of opportunity provision, but also for management of Reconnect and delivery of the infrastructure required for the programme to succeed. For example, officers may be “Reconnect Network Champions” or participate in the programme design through “Theme Teams”.

5.5 Although “Reconnect” is led by KCC, it will require the involvement and resources of partners, local organizations and individuals to deliver activities for C&YP at a localised level.

6. Financial Implications

- 6.1 It is proposed that the programme be provided with dedicated KCC funding and be the umbrella for specific grant funding which supports the aims of Reconnect. The activities and projects funded by the programme will be additional to the core activity of KCC's directorates, and the funding commitments will be time limited and will not be a recurring cost to the Council beyond 31 August 2022.
- 6.2 The Revenue and Capital Outturn 2020-21 Report, presented to Cabinet as part of this agenda, includes a recommendation to set up a specific reserve totalling £10m to support the outcomes of Reconnect. This includes £7.5m from the COVID reserve and £2.5m from the Containing Outbreaks Management Fund (COMF).
- 6.3 Cabinet has previously agreed that the Holiday Activities and Food (HAF) Programme would be sheltered under the Reconnect umbrella. This is £5.3m of targeted funding. A good proportion of the external funding has criteria targeting this to vulnerable and disadvantaged individuals, with clear eligibility criteria such as entitlement to Free School Meals. It is important to recognise that a universal offer does not mean all opportunities are universally free to the recipient.
- 6.4 It is anticipated that further funding streams will be made available by Government which will assist with successful achievement of Reconnect. To ensure there is no delay in assigning these resources to Reconnect, which is a time limited programme, the Corporate Director of Finance will be delegated authority to accept such grant allocations and allocate these to the Programme in consultation with the Leader.
- 6.5 A flexible approach to the deployment of the funding is proposed, subject to any specific grant conditions, to ensure the programme can respond to changes in need and demand across the county.
- 6.6 Established mechanisms for allocating funding will be used, where sensible to do so, to ensure pace and simplicity in Reconnect's delivery, for example COMF's grant award process, and Local Children's Partnership Group's approved process.
- 6.7 Monitoring and compliance checks will be applied to all areas of spend, in line with the requirements of the specific grant funding, to allow for informed Officer decision-making as part of the ongoing implementation of this Key Decision. It is recognised the level of checks will be proportional to the amount of funding awarded for specific activities.
- 6.8 A funding framework has been developed to ensure a consistent process for decision-making that aligns with the objectives of the Reconnect, as determined by this decision. The key principles include:
- i. All spend should align to the purpose of the Reconnect Programme, and where appropriate, conditions of any specific grant funding attributed to this programme.
 - ii. KCC specific funding is expected to be split equally across the five aims of the programme.

- iii. Initially, 25% of the £10m Reconnect Reserve will be assigned to Local Children's Partnership Groups (LCPGs) for local commissioning, delivery and monitoring. Spend will need to meet the aims, objectives and outcomes of Reconnect and the priorities agreed by the Delivery Board. The allocation to LCPGs will be based on child population numbers (0-17 year olds) and a deprivation allowance based on the Income Deprivation Affecting Children Indices. As the programme develops this figure will be reviewed by the Cabinet Members for Education and Skills and Integrated Children's Services who will be able to increase this to 35%, if funding is available, and they deem this to be in the best interests of achieving the aims, objectives and outcomes of the programme. Any further allocation will require a further key decision. LCPGs will be expected to apportion 20% of their allocations to delivering each of the five aims of Reconnect.
- iv. To ensure consistent decision-making and best use of resources is made across the programme and individual aims the Theme Teams (described in section 10 of this report) will propose the priorities for spend within their theme and will lead County level commissioning activity related to their area, with recommendations being made to the Delivery Board (described in section 10). The Delivery Board will co-ordinate and approve spending requests. This is to ensure co-ordination and visibility across the themes and remove any risk of duplication. The Delivery Board will also be responsible for identifying the most appropriate funding stream for each request to ensure best use of resources across the Council.
- v. Where funding is delegated to partners, such as LCPGs, the partners will develop plans for spend. These will reviewed by the Delivery Board to ensure there is no duplication of commissioning by the Programme Team and LCPGs, and compliance with the funding criteria.
- vi. Any organisations in receipt of the grant will be required to regularly report on the use of the funding and return any unspent funding if requested by KCC.
- vii. To recognise the various funding streams this programme of activity will draw on, contract and grant conditions will be aligned to meet specific requirements. For example, the wording will be agreed to ensure both COMF and Reconnect conditions are conveyed appropriately. Monitoring arrangements have also been aligned to ensure partners, for example district councils, report simultaneously on COMF, Helping Hands and Reconnect spend and activity.
- viii. Records will be kept of all funded activities to provide an auditable process.
- ix. The use and impact of the spending commitments will be monitored regularly and reported to The Reconnect Partnership Board and CYPE's DMT.

6.9 Staff posts directly funded from the Reconnect Programme comprise of secondments and fixed term contracts ending 31 August 2022. These posts will be funded from dedicated or, where appropriate, external funding/grants that are sheltered within the programme.

6.10 An interim allocation of £50k per LCPG has been made and communicated in order to enable localised delivery of the urgent support needed by some C&YP

to reconnect, and to deliver a summer programme. This allocation has been made via COMF monies and in accordance with the delegated authority already agreed for this grant.

- 6.11 It is anticipated that District Councils will wish to directly delivery activity to their local communities. They will be able eligible to apply for funding from the LCPG allocations, as determined by those groups, from funding streams such as the Holiday Activity and Food Programme where their proposals meet the necessary criteria for these, and from the central Reconnect funding pot in accordance with its funding rounds/arrangements.
- 6.12 In respect of Learning Missed activity, expenditure will focus on providing additionality therefore it is unlikely to include purchasing traditional classroom teaching resources on behalf of all schools, as they have autonomy to make their own decisions about the resources they chose to use. Reconnect will work closely with schools and settings to invest in resources which assist C&YP themselves to pursue learning at summer schools and outside of school with, as appropriate, the support of parents.

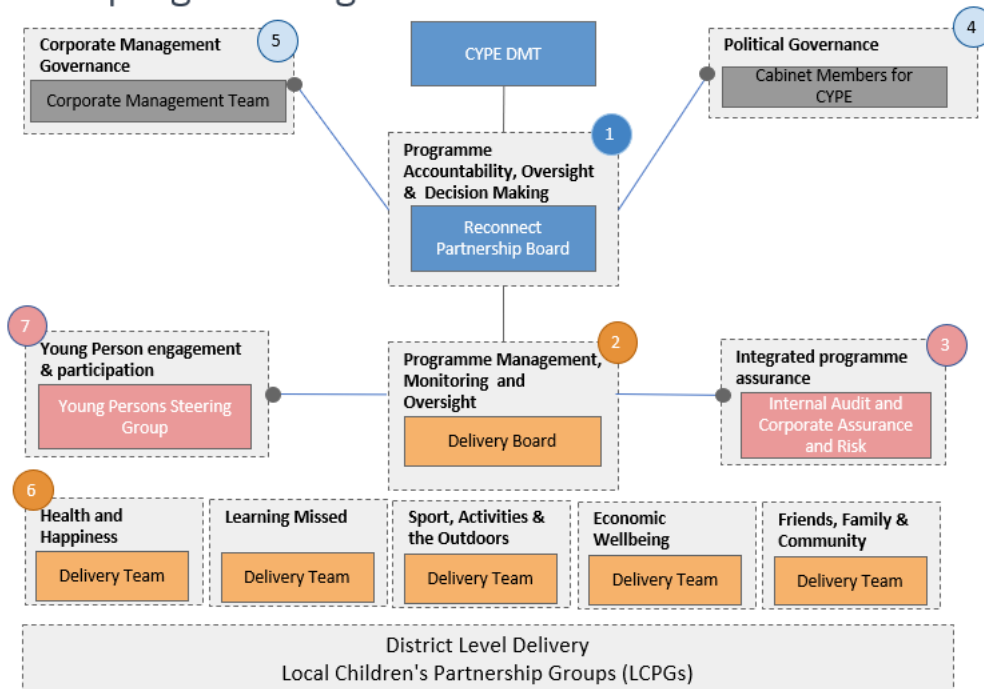
7. Equalities Implications

- 7.1 A programme level EQIA has been developed. “Theme Teams” will be responsible for ensuring that the localised delivery of the programme meets equality requirements.
- 7.2 The programme will be universal, supporting all C&YP aged 0 to 19/24 years old, but with targeted support as appropriate, for example a good proportion of the external funding has grant criteria targeting this to vulnerable and disadvantaged individuals, with clear eligibility criteria. Efforts will be made to target specific groups who are vulnerable, either by raising their awareness of the opportunities provided by the funding to ensure they do not miss out, or by direct provision of support. Evidence of the impact of Covid-19 on protected characteristics will be used to influence decision making.

8. Governance

- 8.1 The proposed governance structure for the programme is:

The programme governance structure



- 8.2 Key decision 21/00035 and the proposed recommendations for this paper delegates authority to the Corporate Director Children, Young People and Education to implement Reconnect. The Directorate’s Management Team acts as the programme owner, maintaining regular reports of progress and outcomes from the Reconnect Programme Director. A scheme of delegation is in place from the Corporate Director to the Reconnect Programme Director.
- 8.3 Political governance is provided by the two CYPE Cabinet Members who oversee the implementation of Reconnect, and hold the Corporate Director and Reconnect Programme Director to account. The Cabinet Members will take progress reports to Cabinet and CYPE Cabinet Committee as appropriate.
- 8.4 Reconnect seeks to unite the whole community behind the call to “give a year to the children”. It is fundamental that there is a strong stakeholder voice to shape its strategic direction, its activities, spending priorities and outcomes, to provide the Programme Director with a unifying group of senior figures from across Kent’s organisations who can influence and lead their sectors, and to hold the Programme Director to account for delivery and implementation of this community-based programme. The Reconnect Partnership Board provides these functions. Its membership comprises of Kent Police, district council representative, chamber of commerce, Kent and Medway CCG, schools, early years providers, community and voluntary sector, and KCC directorates.
- 8.5 Management of Reconnect sits with the Delivery Board, which will act as the main co-ordination apparatus, ensuring linkage between the theme teams and local delivery mechanism. Membership comprises of Theme Team Leads, Area Partnership Managers (who support the LCGPs), the Programme Team and the dedicated postholders from Finance, Communications and Strategic Commissioning. The Board receives data and information regarding the needs

and wants of C&YP, user feedback and survey data, determines the corresponding priorities and spending plans, drives delivery of the programme activities and commissions provision as appropriate.

- 8.6 The Theme Delivery Teams are responsible for analysing the needs and wants related to their areas, understanding the existing offer and identifying gaps. They will identify the priorities which will inform their commissioning plans (County/area level commissioning) and direct that of the LCPGs. The priorities will be co-ordinated by the Delivery Board.
- 8.7 Local planning, co-ordination, commissioning and delivery will be via the LCPGs, which are already mandated to make grant awards and undertake localised commissioning. For Reconnect activity they will operate with the aims and objectives set by/for the Programme by Cabinet and the priorities set by the Delivery Board.
- 8.8 Young Peoples' views have been heard and are shaping Reconnect (section 9.5 below), its design and delivery of programme activities. This will continue. Feedback will be gathered from children and young people, and their families and carers, throughout the programme to inform delivery. A Young Persons Steering Group, made up of 11–18-year-olds from across Kent, is being established to inform the programme and share feedback from young people. This group will meet every two months and a member of this group will be invited to sit on the Delivery Board to ensure the voice of young people is represented. The Programme Team will also continue to liaise with the children's workforce to understand what C&YP want from the programme.
- 8.9 Assurance will be provided by the Corporate Assurance and Risk Team and Internal Audit.

9. Progress to Date

- 9.1 The Reconnect Team has been undertaking a wide scale engagement programme. Reconnect has been positively received, both by external organisations and departments within KCC. All feedback has been incorporated into the programme's design principles, which are: we will focus on maximising the networks and structures that exist; amplify the great work of others; focus on meaningful impact; leverage support from people and organisations who are working towards the same shared goals; and prioritise people, relationships, interactions and behaviours over processes, systems and documents.
- 9.2 The Cabinet Member for Integrated Children's Services held two meetings, prior to the May elections, with LCPG Chairs and Opposition Members to discuss the programme. These meetings highlighted in particular the support for local design, delivery and co-ordination of the Programme using LCPGs as the vehicle for this, recognising the tremendous work already taking place in localities which needs amplifying and supporting to do more, and that local networks will be critical to the success of Reconnect.
- 9.3 Area Partnership Managers have consulted with their LCPGs. 100% of LCPG members in Ashford, Canterbury and Dover, 96% in West Kent, 75% in North Kent, and 82% in Thanet agreed that the vision and aims of Reconnect are clear.

LCPGs supported for the design principles of the programme and LCPG members are willing to be Reconnect Network Champions to help promote engagement with the programme at a local level. LCPGs indicated that to manage local co-ordination and delivery, funding, clear feedback from children and young people, resources, and an interface with the County Programme Lead were required. This support will be provided with LCPGs to enable them to support Reconnect in an effective way.

- 9.4 Communications materials, including a website and promotional videos, have been developed and shared online. Almost 500 people/organisations have signed up to the Reconnect Newsletter. A Communications and Engagement Strategy, and the branding and programme campaign materials have been approved.
- 9.5 User research with C&YP has, and continues, to take place, with outputs being used to shape the programme's offer. Focus groups have taken place, including with the Children in Care Focus Group, Children in Care 16+ Group, Kent Youth Voice, Mental Health Group, and Speak-out groups for North, South, East and West Kent. Feedback showed that C&YP would like to engage in a range of activities, including volunteering and work experience placements, and they would like to participate in activities focussed on mental health and resilience. Young people also raised the importance of knowing who was going to be at activities and what they would involve, to help reduce anxiety about attending new groups. A survey, asking what C&YP have missed most during lockdown and what the programme should deliver, was distributed to schools and settings, with onward distribution to families. Over 2,000 responses were received from schools, parents and carers, and C&YP. The responses were analysed and the key themes mentioned were:

What have C&YP missed?

- Socialising and being with friends
- Sport, physical activity and clubs
- School and having a routine

What would C&YP like to do as part of the Reconnect programme?

- Socialise, meet friends, and meet new people
- Fun activities including festivals, physical activity and clubs
- Outdoor activities, including camping and sailing

What would be a barrier to C&YP participating in the programme?

- Distance and travel
- Costs
- Anxiety of being in big groups, not knowing who else would be at the activities

- 9.6 Organisations providing activities or opportunities are informing us via a form on the Reconnect webpage. Details will be transferred to the What's On guide when this is complete.
- 9.7 The Reconnect Pledge is live. These can be applied to all sectors of the community and personalised. For example, these pledges may involve volunteering time to support with the delivery of local activities, donating items such as sports kits, providing access to facilities for clubs, or providing work

experience. The aim is to maximise the number of pledges made and publicise these as a visible display of the commitment of the whole Kent community to the County's C&YP.

- 9.8 A Reconnect 'Do It' webpage has been developed as a volunteering platform for the programme. Organisations can advertise volunteering vacancies and potential volunteers can search for opportunities.
- 9.9 Some activities for C&YP have already been delivered. The HAF programme delivered over 2,300 holiday places for eligible young people at Easter. Further, Invicta National Academy ran an Easter programme, providing online sessions covering Maths, English, confidence boosting and public speaking, with sessions being accessed by over 1,000 C&YP logging in every day.
- 9.10 Funding has been provided to KCC's Duke of Edinburgh Award's office and has been added to Headstart's Talents and Interests grants to ensure family finance is not a barrier to participation. The latter extends their existing grants scheme to primary children and ensures the whole County is covered. Funding has been provided to accelerate delivery of a Careers Enterprise Company Hub in Kent, which will help drive activity under the economic wellbeing theme. This funding is part matched by the Careers Enterprise Company, thereby securing additional value. Contract variations are being pursued to ensure targeted support, such as intensive mentoring, is available to more C&YP and across Kent as an immediate response to need. The "Playground" arts project has been commissioned to provide sessions across Kent, attracting £50k investment from the Arts Council.
- 9.11 Live learning opportunities for the summer have been commissioned from Invicta National Academy, a Kent based charity. They will provide daily live lessons in English, Maths, fitness and some sessions on other topics such as health and wellbeing, and confidence building. Lessons will be for Key stages 1-4, and run over a five week period. Schools will be able to access the lesson objectives and signpost children and families to particular sessions to encourage continued learning over the summer, targeted by their own gap analysis.
- 9.12 Indications are that over two thirds of secondary schools will run summer school provision. This is being further supported by Holiday Activities and Food (HAF) money for appropriate pupils.
- 9.13 Applications to deliver HAF over the summer continue to be received and evaluated. The closing date for applications is 25 June.
- 9.14 There will be a series of fun activity days in every district, delivered by district councils, KCC and the community sector.
- 9.15 Audiopi, a Kent based company which produces exam board approved, curriculum based audio podcasts to support GCSEs and A-levels have generously made their products available to all Kent schools and appropriate pupils free of charge throughout the summer period. They are also producing bespoke podcasts relating to health and well being and careers.
- 9.16 We are in discussions with leisure centre operators regarding a summer offer for all C&YP, together with HAF delivery.

9.17 Passenger transport Unit have agreed in principle with bus operators a free travel offer throughout the summer for secondary aged pupils and those in Year Six.

9.18 The summer reading challenge is being incorporated in to other Reconnect events and activities, such as those running in country parks.

10. Conclusions

10.1 Reconnect will bring together the wide array of opportunities that already exist in the County which support the health, wellbeing, and development of our C&YP. It seeks to connect these together, so they are stronger, more navigable, better understood, and to add to these and enable others to do so too. It is a programme for the C&YP of our community, delivered by our community.

11. Recommendations:

Cabinet to:

1. Set the scope of Reconnect as per section 4.1 of this report.
2. Agree the aims, strategic objectives and outcomes of Reconnect as per section 3 of this report.
3. Agree a specific Reconnect reserve of £10m, the funding principles and the criteria within which Reconnect will operate as set out within section 6 of this report, including the Funding Framework that is intended to provide sufficient flexibility to respond to the needs of the County and the allocation of additional funding sources that may become available over the life of this project, as set out in section 6.4 of this report.
4. Confirm the governance arrangements for Reconnect, as set out in section 8 of this report.
5. Delegate authority to the Corporate Director for Children, Young People and Education to take necessary actions, including but not limited to, entering into relevant contracts or other legal agreements, as required to implement Reconnect.
6. Delegate authority to the Corporate Director of Finance after consultation with Leader to update, review and amend the proposed distribution of funding in response to changing need, including use of additional funding within the scope of the programme.

12. Background Documents

12.1 The Reconnect: Kent C&YP Programme paper, which went to Cabinet on 15 March 2021, was used to support the development of this report.

13. Contact Details

Report Author:

David Adams
Reconnect Programme Director

Relevant Director:

Matt Dunkley, Corporate Director for
Children, Young People and Education

03000 414989

david.adams@kent.gov.uk

03000 416 991

Matt.Dunkley@kent.gov.uk

CHILDREN'S, YOUNG PEOPLE AND EDUCATION CABINET COMMITTEE – WORK PROGRAMME 2021/22

14 SEPTEMBER 2021		
• LDPDMH & CSiH Supported living governance		
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
17 NOVEMBER 2021		
• London Borough of Bexley, Kent County Council & Medway Council Regional Adoption Agency - Update on progress		
• Annual Equality and Diversity Report	Annual report	
• Strategic Delivery Plan Monitoring	Bi-annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
14 JANUARY 2022		
• SEND Update	Standing Item	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• Ofsted Update	Standing item	

• Work Programme 2021/22	Standing item	
18 MARCH 2022		
• Post 16 Transport Policy	Annual report	
• Annual presentation of risk reports	Annual report	
• SACRE Report	Annual report	
• SEND Update	Standing item	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	
JUNE 2022		
• Strategic Delivery Plan Monitoring	Bi-annual report	
• Kent Commissioning Plan Update	Bi-annual report	
• Post 16 Transport Policy Statement 2021/22	Annual report	
• School Expansions/Alterations	Standing Item	
• Performance Monitoring	Standing item	
• SEND Update	Standing Item	
• Ofsted Update	Standing item	
• Work Programme 2021/22	Standing item	

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