Divisional Business Plan 2013-14

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

EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Sue Rogers
Head of Service: Alex Gamby
Gross Expenditure:
FTE: 140.96

Kent County Council

SECTION A: ROLE/PURPOSE OF FUNCTION

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

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

Particular functions and responsibilities within the Inclusion Service are:

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

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

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

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

Helping the economy to grow

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

Putting the citizen in control

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

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

Tackling disadvantage

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

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

Additionally, in the context of the **Education Bold Steps 2013-2016 Vision and Priorities for Improvement**, the Inclusion Service will "*promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision*" Within this, specific priorities are:

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

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS				
PRIORITY 1 Children and young people on roll		**DESCRIPTION OF PRIORITY: Ensure that 100% of children and young people of statutory school age known to the local authority are on the roll of a school, academy or Pupil Referral Unit (PRU).** *(Excludes children and young people educated at home (EHE) and those between permanent exclusion and 6 day provision)*		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	**Establish a system for ensuring that all children and young people are on the roll of a school, academy of PRU**	Alex Gamby	April 2013	March 2014
1.1	Review current systems	Alex Gamby	January 2013	March 2013
1.2	Investigate incidences where children and young have been discovered to not be on roll, to ascertain the reasons for this	Alex Gamby	January 2013	March 2013
1.3	Scope and consult on a proposed new system	Alex Gamby	May 2013	July 2013
1.4	Introduce and embed a system to ensure that all children and young people are and remain on roll, including tracking and monitoring	Alex Gamby	September 2013	March 2014
1.5	Review and monitor impact	Alex Gamby	January 2014	March 2014
2	**Reduce the level of illegal off rolling**	Alex Gamby	April 2013	March 2014
2.1	Gather information on illegal off rolling activity	Rob Comber	May 2013	July 2013
2.2	Introduce systems and processes for tracking, monitoring and challenging	Rob Comber	September 2013	March 2014
3	**Children Missing Education (CME)**	Heather Goodacre		
3.1	All cases to be reviewed (as a minimum) on a monthly basis.	Nick Moor	April 2013	March 2014
3.2	Review the CME protocol in view of changing education climate – In Year Applications Sept. 2013 and the Raising of the Participation Age.	Nick Moor / Heather Goodacre	May 2013	September 2013
3.3	60% of identified CME to be placed within 30 days.	Heather Goodacre	April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	Proposals for a new system to get and keep all children and young people on roll	May 2013
B	Introduce a new system to get and keep all children and young people on roll	September 2013
C	Introduce a new system to track illegal off rolling activity	September 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time		ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 2. Attendance		DESCRIPTION OF PRIORITY: Increase attendance to 95% in primary and secondary schools and reduce Persistent Absence (PA) to 2% in primary and 6% in secondary schools.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	**Support & enable all schools and PRUs in early identification of pupils on track to becoming PA and those already PA**	**Lindy Whitfield**	**April 2013**	**March 2014**
1.1	Introduce programme for three annual advisory visits to each schools and PRU	Lindy Whitfield	April 2013	March 2014
1.2	Produce and publish via E-Bulletin series of Specific Issues Guidance relating to legal responsibilities for attendance, holidays in term time, off rolling criteria etc	Lindy Whitfield	April 2013	December 2013
1.3	Develop Rapid Response framework to provide intensive time limited support to all schools and PRUs where attendance identified as a concern e.g. OfSTED, Standards & School Improvement	Lindy Whitfield	April 2013	March 2014
2	**Establish mechanism for collating termly attendance data from special schools in addition to established annual data collection**	**Lindy Whitfield**	**April 2013**	**September 2013**
3	**Establish mechanism for collating termly attendance data from PRUs and Alternative Curriculum provision**	**Lindy Whitfield**	**April 2013**	**September 2013**

4	Ensure safeguarding of children & young people in employment & entertainment by issuing 750 work permits, 1200 performance licences and 800 chaperone licences	Lindy Whitfield	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	System for collecting attendance data from special schools and PRUs in place			September 2013
A	Primary & secondary schools' overall absence and PA data published			Autumn, Spring and Summer
B	Special Schools, PRU and AC PRU overall absence and PA data analysis			Autumn, Spring and Summer
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time			ARE THESE ALREADY IN THE FORWARD PLAN? N/A	

PRIORITY 3: Inclusion		DESCRIPTION OF PRIORITY: Ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full time basis		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Introduce an Inclusion Protocol which will secure maximum support for a culture of inclusivity.	Alex Gamby	April 2013	March 2014
1.1	Develop and consult on an Inclusion Protocol	Alex Gamby	April 2013	June 2013
1.2	Launch Inclusion Protocol	Alex Gamby	Sept 2013	March 2014
2	Introduce a Primary Inclusion Framework to support a reduction in fixed term and permanent exclusions in the primary phase	Alex Gamby/Louise Simpson	April 2013	March 2014
2.1	Gather information about existing good practice in relation to collaborative inclusive practice in the primary phase	Louise Simpson	April 2013	April 2013
2.2	Facilitate discussions with primary head teachers about the most efficient and effective ways to achieve this	Alex Gamby/Louise Simpson	May 2013	June 2013

2.3	Introduce agreed way(s) of working	Alex Gamby/Louise Simpson	Sept 2013	March 2014
2.4	Monitor impact	Alex Gamby/Louise Simpson	January 2014	March 2014
3	**Support the ongoing reduction in permanent exclusions**	**Louise Simpson**	**April 2013**	**March 2014**
3.1	Continue to track and monitor 6 day provision for permanently excluded pupils	Louise Simpson	April 2013	March 2014
3.2	Develop a system to demonstrate impact of interventions that have prevented exclusion, then roll out accordingly	Louise Simpson	May 2013	March 2014
4	**Fixed term exclusions** Embed the system to flag pupils who have had three fixed term exclusions, with the aim of preventing subsequent permanent exclusion by referring on as necessary	**Louise Simpson**	**April 2013**	**March 2014**
5	**Part time time-tables**	Louise Simpson	**April 2013**	**March 2014**
5.1	Collect data and other information about the current use of part time time-tables, including where these are being used, by and for whom and for what reasons	Louise Simpson	April 2013	June 2013
5.2	Make recommendations about under what circumstances a part time time-table is appropriate and for how long	Louise Simpson	September 2013	March 2014
5.3	Introduce a system for tracking and monitoring the use of part time time-tales	Louise Simpson	September 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	System established that will flag pupils who have had three fixed term exclusions	April 2013
A	System introduced to demonstrate impact of interventions that have prevented permanent exclusion	May 2013
C	Launch the Inclusion Protocol	September 2013
D	Introduce the Primary Inclusion Framework	September 2013
E	Introduce recommendations about part time time-tabling	September 2013

ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time	ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 4. Narrowing the Gaps		DESCRIPTION OF PRIORITY: Support the improvement of outcomes for particular groups of pupils who are vulnerable, through the provision of a range of services and interventions, incorporating work with individual pupils, small groups of pupils and through whole school/setting improvement.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	**Young Offenders**	**Louise Simpson/James Barber**	**April 2013**	**March 2014**
1.1	Maintain the established data base providing information about education related issues for young offenders	Louise Simpson/James Barber	April 2013	March 2014
1.2	Implement a plan to improve education related outcomes for young offenders	Louise Simpson/James Barber	April 2013	March 2014
1.3	Improve the attendance of young offenders	Lindy Whitfield/James Barber	April 2013	March 2014
1.4	Improve the progress and achievement of young offenders	Louise Simpson/James Barber (including working with and through School Improvement Advisers SIAs)	April 2013	March 2014
1.5	Reduce permanent exclusions for young offenders	Louise Simpson/James Barber	April 2013	March 2014
2.	**Children in Need**	**Alex Gamby**	**April 2013**	**March 2014**
2.1	Ensure and maintain secure information about Children in Need (CiN), including where they are on roll	Rob Comber	April 2013	March 2014
2.2	Identify an ELS lead officer for each CIN	Alex Gamby	April 2013	March 2014
2.3	Introduce a process and system to track and monitor the attendance, progress and achievement and any fixed term and/or permanent exclusion(s) of CiN	Rob Comber	September 2014	March 2014
3	**Other Local Authority Children in Care (OLA CiC)**	**Alex Gamby**	**April 2013**	**March 2014**
3.1	Maintain the established data base providing information about education related issues for OLA CiC	Rob Comber	April 2013	March 2014
3.2	Implement a plan to support the improvement of education related outcomes for OLA CiC	Alex Gamby	April 2013	March 2014

3.3	Monitor the attendance of OLA CiC	Lindy Whitfield	April 2013	March 2014
3.4	Monitor the progress and achievement of OLA CiC	Alex Gamby (including working with and through SIAs)	April 2013	March 2014
3.5	Reduce permanent exclusions for OLC CiC	Louise Simpson	April 2013	April 2013
4	**Minority Community Achievement**	**Marion Aglony**	**April 2013**	**March 2014**
4.1	Implement revised and improved traded services package to schools	Marion Aglony	April 2013	March 2014
4.2	Proactively market the service to schools / settings and other Local Authorities.	Heather Goodacre / Marion Aglony	April 2013	December 2013
5	**Gypsy Roma Traveller (GRT) Pupils. through the work of the GRT Virtual School:**	**Gillie Heath**	**April 2013**	**March 2014**
5.1	Improve the data set and other information about GRT pupils.	Gillie Heath	April 2013	March 2014
5.2	Work with School Improvement Advisors to ensure GRT agenda is part of School Improvement Plans.	Heather Goodacre / Gillie Heath	April 2013	March 2014
5.2	Improve the attendance of GRT pupils	Gillie Heath/Lindy Whitfield	April 2013	March 2014
5.3	Improve the progress and achievement of GRT pupils	Gillie Heath (including working with and through SIAs)	April 2013	March 2014
5.4	Reduce permanent exclusions for GRT pupils	Gillie Heath/Louise Simpson	April 2013	March 2014
6	**Portage**	**Tracy Harvey**	**April 2013**	**March 2014**
6.1	Continue to provide home visiting educational and support service for young children with additional needs and their families	Tracy Harvey	April 2013	March 2014
6.2	Revise quarterly monitoring reports to reflect district figures in line with Health partners.	Tracy Harvey	April 2013	September 2013
6.3	Develop partnership working with Children's Centres.	Tracy Harvey	April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	Young Offenders Plan implemented	April 2013
B	Information about CiN in place and an ELS lead officer identified	April 2013
C	System for tracking information about CiN in place	September 2013
D	Information about Children in Care in place (inc identification of an ELS Lead Officer)	April 2013
E	GRT mid pilot report for the DfE	July 2013
F	2013/14 NHS Standard Contract for Community Services to reflect district quarterly monitoring reports	September 2013
G	Joint training and work with Children's Centres in Ashford, Shepway and Maidstone.	September 2013

ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? Not envisaged at this time	ARE THESE ALREADY IN THE FORWARD PLAN? N/A

PRIORITY 5. Elective Home Education (EHE)	DESCRIPTION OF PRIORITY: Provide advice and support to parents/carers who choose to educate their child(ren) at home in order to ensure that these children receive a suitable education.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Review KCC's EHE policy and implement renewed guidance	Louise Simpson, Tim Fox	April 2013	September 2013
2	Ensure all new EHE referrals made contact with within one month and offered an initial visit within 3 months	Tim Fox	April 2013	March 2014
3	Ensure all EHE pupils wishing to return to school are supported in accessing a place	Tim Fox	April 2013	March 2014
4	Collate, analyse and report on 2012-2013 data	Louise Simpson	April 2013	September 2014
KEY MILESTONES			DATE (month/year)
A	EHE policy and revised guidance implemented		April 2013

B	2012/13 activity reported on		September 2013

PRIORITY 6: Tuition		**DESCRIPTION OF PRIORITY: Ensure that where pupils are in receipt of tuition, this is in line with statutory requirements and agreed local strategy and plan**	
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	**Implement a strategy and plan for the provision of tuition to children and young people in Kent**	**Alex Gamby/Margot Clarkson Bennett**	**April 2013**	**March 2014**
2	**Maintain the data base holding information about children and young people on tuition**	Rob Comber	**April 2013**	March 2014
3	**Track and monitor children and young people on tuition to ensure that:**	**Rob Comber/ Margot Clarkson Bennett**	**April 2013**	**March 2014**
3.1	They are and remain on the roll of a school, academy or pupil referral unit (cross reference with Priority 1)	Margot Clarkson Bennett	April 2013	March 2014
3.2	There is support and challenge for their attendance and/or participation (cross reference with Priority 2)	Lindy Whitfield	April 2013	March 2014
3.3	Their progress and achievement is monitored and supported	Margot Clarkson Bennett	April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	Implementation of the agreed Tuition Strategy and Plan	April 2013
B	Monitoring reports on the Tuition Strategy and Plan	Sept 2013 January 2014

PRIORITY 7: Parents and Carers		DESCRIPTION OF PRIORITY: Provide information, advice and support to parents and carers in order to support the KCC aim to reduce the number of children and young people needing to be issued with a statement of special educational need.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	**Through the Parent Partnership Service (PPS), provide information, advice and support to all requesting parents within an appropriate time frame and meeting the PPS national standards**	**Kerry Miles**	**April 2013**	**March 2014**
1.1	Develop the Help Line to meet increased demands.	Kerry Miles	April 2013	March 2014
1.2	Ongoing provision of Family Involvement Worker support	Kerry Miles	April 2013	March 2014
1.3	Recruit and train volunteers to support the service	Kerry Miles	April 2013	March 2014
2	Review the PPS in order to inform a decision about outsourcing	Alex Gamby/Heather Goodacre	April 2013	
2	**Provide support for young parents through sign posting to relevant services**	**Lauraine Wood**	**April 2013**	**March 2014**
KEY MILESTONES				DATE (month/year)
A	Induction of PPS volunteers			Sept 2013
B	Core Offer for Young Parents agreed by the local authority and relevant agencies.			Sept 2013
C	Decision made about the outsourcing of the PPS			July 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? YES				ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	Outsourcing of the PPS (if agreed)			NO

SECTION D: FINANCIAL AND HUMAN RESOURCES

FINANCIAL RESOURCES

Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
Inclusion	**Alex Gamby**							

HUMAN RESOURCES

FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
140.96	140.96	N/A

SECTION E: RISK & BUSINESS CONTINUITY

RISKS

RISKS	MITIGATION
In the context of a reduced workforce, compromised ability to meet statutory duties in relation to attendance	Review of the referral process and systems undertaken. EWO Duty Officer system in place for urgent issues. Secondary schools and PRUs have an allocated officer. Every school being offered a visit in terms 1,3 and 5
Level of trade for the Minority Communities Achievement Service may compromise the economic viability of the service	Full review of the service on offer has been carried out. Price per school has been reviewed to operate on a "full cost recovery" basis. Marketing package developed.
Level of permanent exclusions does not reduce at the rate required to meet the 2016 target of 40	In addition to monitoring the SLAs for the STS and PRUs: • Introducing of Inclusion Protocol; • Introducing primary inclusion framework; System of monitoring of alerts to three fixed term exclusions, to inform earlier intervention to prevent permanent exclusion
The offer of 3 EWO advisory visits per academic year will not be taken up by academies when charged.	Transition period prior to charging to ensure effective communication regarding charges.
Potential to not be able to offer support to the increasing number of children and young people being registered as EHE	Better understand the reasons for EHE and take remedial action where these might be inappropriate
Lack of appropriate education provision impacts on percentage of permanently excluded pupils accessing 6 day provision	Ensure monitoring and tracking information feeds into forums providing provision

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Safeguarding CME / EHE	5 days	Identify action to be taken and refer as necessary
Permanent Exclusions - Ensuring 6th Day provision	3 days	Identify provision
Penalty Notice Administration	7 days	Issuing of notice within 7 days

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

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

Young Offenders (April):
- Improving attendance leading up to the last five days of their order:
- Progress and achievement;
- Reducing permanent exclusions.

Children in Need (September):
- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

GRT pupils (April)
- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

Other Local Authority Children in Care (April)
- Attendance;
- Progress and Achievement;
- Reducing permanent exclusions.

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

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

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

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

Table for PERFORMANCE indicators measurable annually by financial year

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

Table for PERFORMANCE indicators measurable annually by academic year

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2011 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
Attendance in primary schools	95%	95.1%	95.2%	95.5%	96%	96.5%
Attendance in secondary schools	95%	93.1%	93.3%	95%	95.5%	96%
Attendance in special school	90%	89.8%	90.5%	90%	92%	95%
Attendance in pupil referral units	90%	N/A	N/A	90%	92%	95%
Persistent Absence in primary schools	2%	3.8%	3.4%	2%	1.5%	1.4%

PERFORMANCE INDICATOR - ANNUALLY BY ACADEMIC YEAR	Floor Performance Standard	2011 Outturn	Comparative Benchmark	Target 2013/14	Target 2014/15	Target 2015/16
Persistent Absence in secondary schools	6%	9.2%	8.5%	6%	5%	4.8%
Persistent Absence in special schools	18%	18.6%	15.8%	18%	17.5%	17%
Reduce permanent exclusions to 50 by the end of 2014/15 and 40 by the end of 2015/16	150	211	N/A	150	50	40
Found (identified) Children Missing Education to be placed within 30 days	60%	49.2%	N/A	55%	60%	65%

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

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

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)		
ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Priority 1: Children and young people on roll Interdependencies with ELS Fair Access and SEN Police in relation to Children Missing Education	All children and young people known to the local authority on roll	September 2013
Priority 2: Attendance Interdependencies with schools and PRUs Support from Governance and Law in relation to Penalty Notices and prosecutions	Improved attendance and less persistent absence	March 2014
Priority 3.1: Inclusion Protocol. Interdependencies across the whole of ELS	A more inclusive education system	March 2014
Priority 3.2: Primary Inclusion Framework Interdependencies across the whole of ELS, but with a particular role for Area Education Officers and Head of Fair Access	A more inclusive education system	March 2014
Priority 3.3: Permanent Exclusions Support from Governance and Law in relation to appeals	Fewer permanent exclusions	March 2014
Priority 3.4: Fixed Term Exclusions Contributing to the KiASS agenda	Fewer permanent exclusions	March 2014
Priority 3.5: Part time time-tables Interdependencies with schools	Less inappropriate use of part-time time-tables	March 2014
Priority 4:Narrowing the Gaps Interdependencies across the whole of ELS, plus FSC, Customers and Communities, EduKent, Health, schools and PRUs	Gaps in progress and achievement for vulnerable groups narrowed	March 2014
Priority 6:Tuiton Interdependencies with PRUs	Improved access to level and quality of tuition	September 2013
Priority 7: Parent Partnership Service Support from Finance and Procurement re potential outsourcing	Added value to the current PPS	April 2014
Cross cutting support from Governance and Law in relation to Freedom of Information requests	Timely and validated responses	April 2013 – March 2014