

Headteacher Meetings

November / December 2018

Matt Dunkley CBE
Corporate Director

Agenda Today

- Towards the Education Inspection Framework 2019
- KAH update
- The Front Door
- Six minute key updates on our priorities:
 - SEND Action Plan
 - The Education People
 - Alternative Provision
 - Change for Kent Children Programme
- Table engagement and feedback

Towards the Education Inspection Framework 2019

Claire Prince HMI
Ofsted



Towards the education inspection framework 2019

Insert name
Insert date



The new framework will be one of the main ways in which we implement Ofsted's strategy

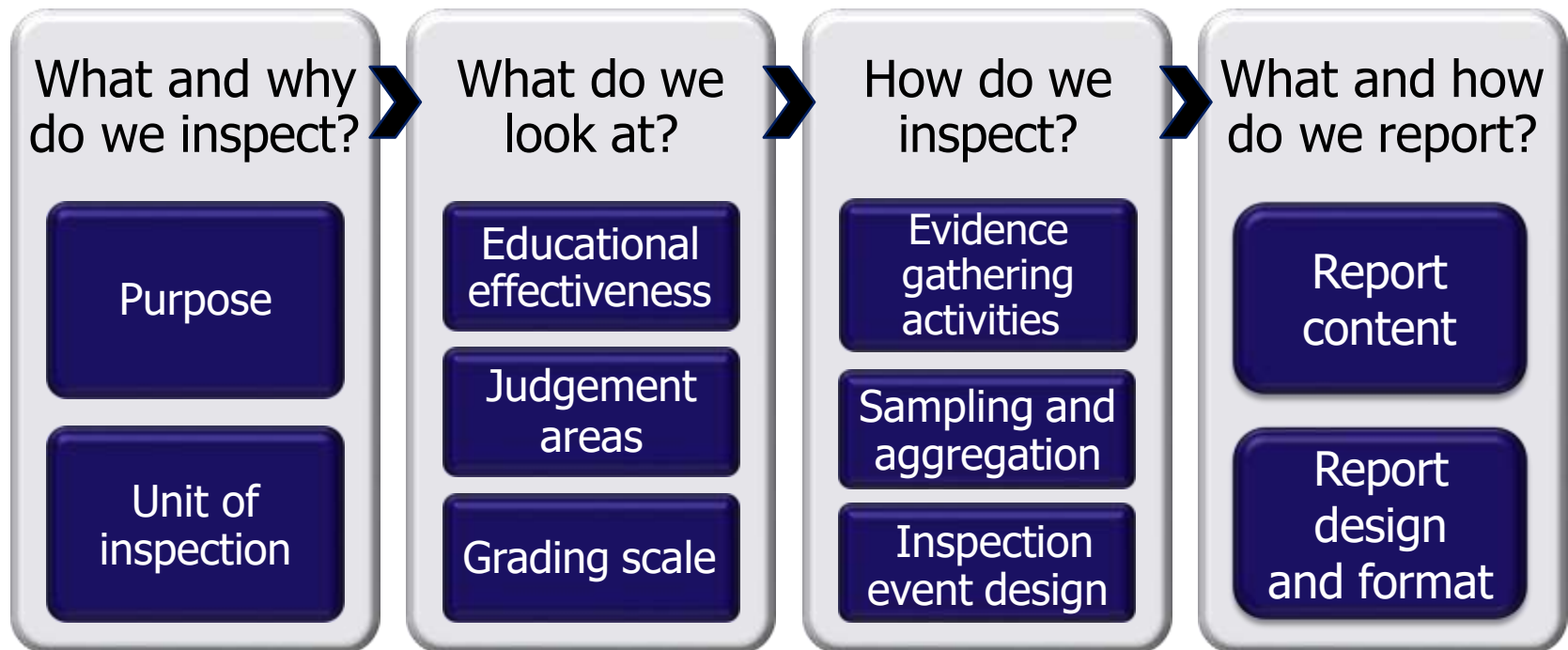
Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost.	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny.
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable.	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear.	Focused We will target our time and resources where they can lead directly to improvement.

The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice.

We will continue to be clear about our expectations and fight misconceptions.

We will remove any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.

Developing the education inspection framework 2019: our approach



How will EIF inspections be a force for improvement?

Our theory of action:

- Start from the factors that lead to effective education, grounded in inspection and research **evidence**.
- **Evaluate** the quality of provision against that effectiveness evidence.
- **Give information** to providers to enable them to develop their capacity for self-evaluation and to understand and use the findings.
- Report to **users** and **others** in a way that enables them to make informed decisions and engage with providers.
- **Providers** and **others** take action that leads to improved quality.

The curriculum will be at the heart of the new framework

Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** learners have **gained** against expectations (**impact/achievement**).'

The importance of the curriculum

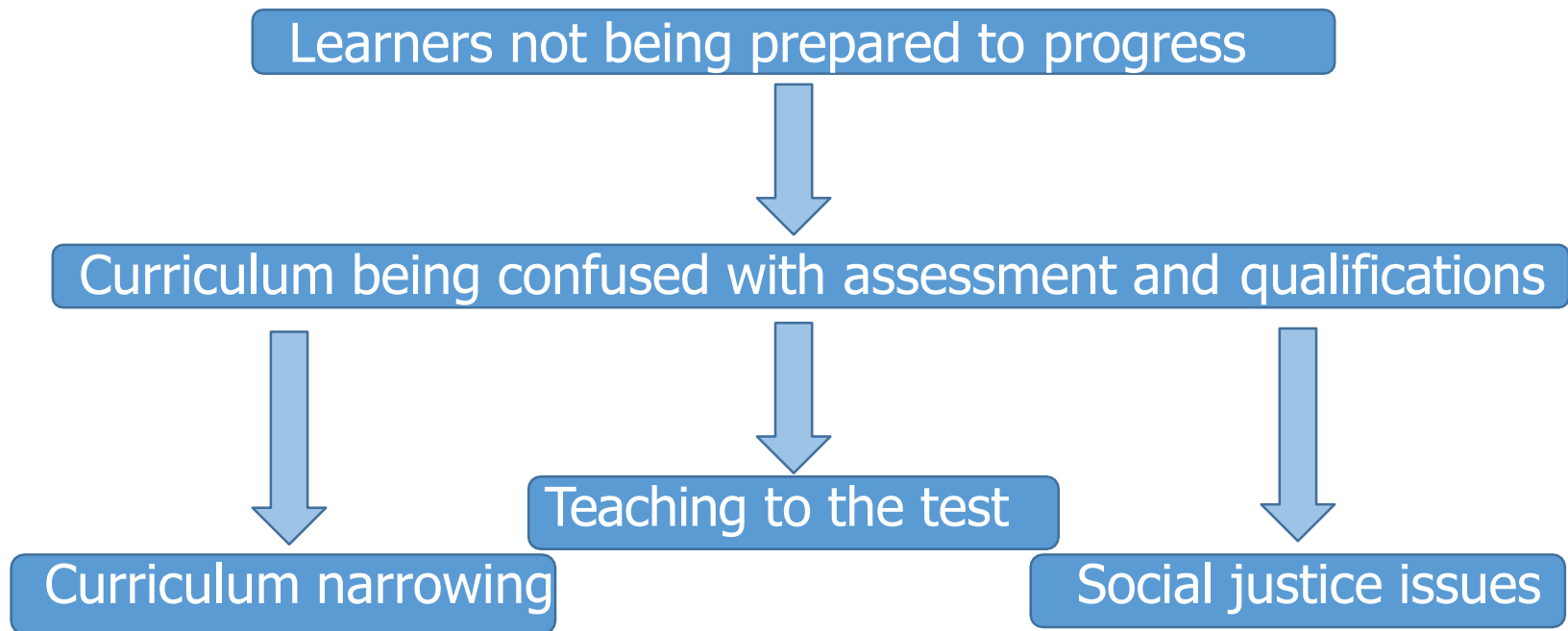
"..programmes must do more than give young people a qualification and develop personal and social skills: valuable as these are.

They ought to have a clear line of sight to jobs or meaningful further study. As we have seen in other elements of our curriculum research, there is a risk of putting overall achievement rates ahead of both student and educational needs and their employment prospects."



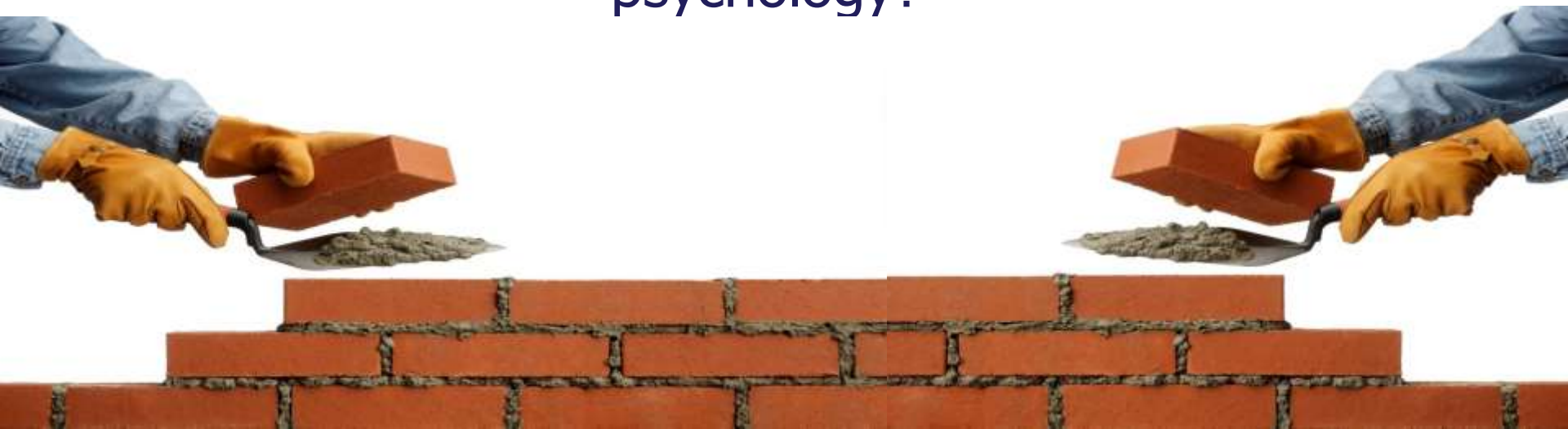
Association of colleges' annual conference, Nov 2017

What did the curriculum survey find?



What do we mean when we talk about progress?

What does it mean to 'get better' at bricklaying, mathematics, customer service or psychology?



Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'



Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.



Knowledge does not sit as isolated 'information'
in learners' minds.

Concepts that matter when debating the curriculum

- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know the easier it is to learn.
- Knowledge is connected in webs or schemata.
- Knowledge is when humans make connections between the new and what has already been learned.



Our curriculum research is informing the developing framework

- We recently published the second phase of the curriculum research we have completed in the schools remit.
- We have **learned lessons from schools** that are particularly invested in curriculum design, with a view to developing indicators around curriculum intent, implementation and impact.
- We will soon be publishing some curriculum research from the **Further Education Sector**.
- We aim to use this **evidence** to turn the common curriculum factors leaders told us about into **quality indicators**, which will inform the draft **evaluation criteria** for the framework.
- We will **test** these indicators on pilot inspections to inform our framework development.

What will this mean for the new inspection framework?



The case for change

- **Accountability** is important, but the system as currently constructed can divert education providers from the **real substance of education**.
- An industry has arisen around data: what students learn is too often coming second to the delivery of **performance measures**.
- This data focus also leads to **unnecessary workload** for teachers and lecturers, diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about learners' **outcomes**. Any conversation about learners' outcomes should be part of a larger conversation about **the quality of education** they receive.

Judgement areas: our working hypothesis

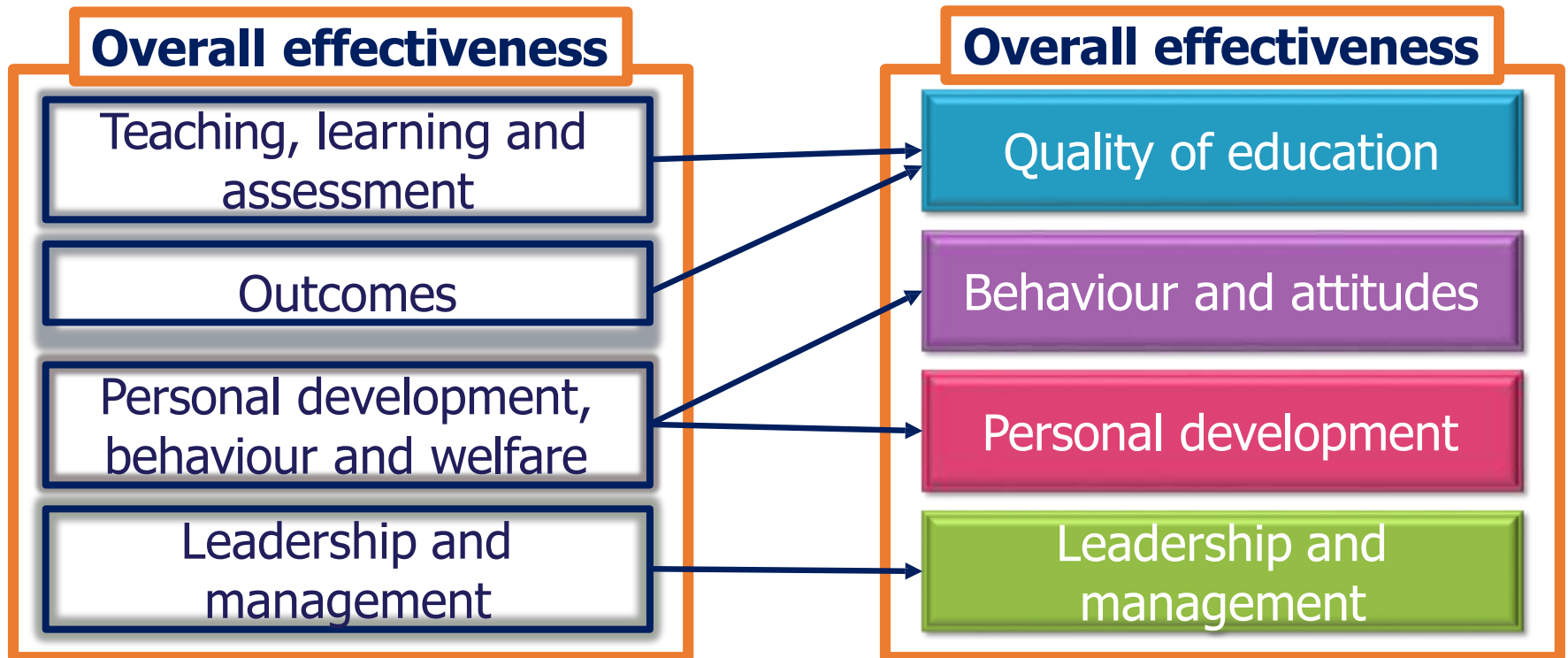
Quality of education

Behaviour and attitudes

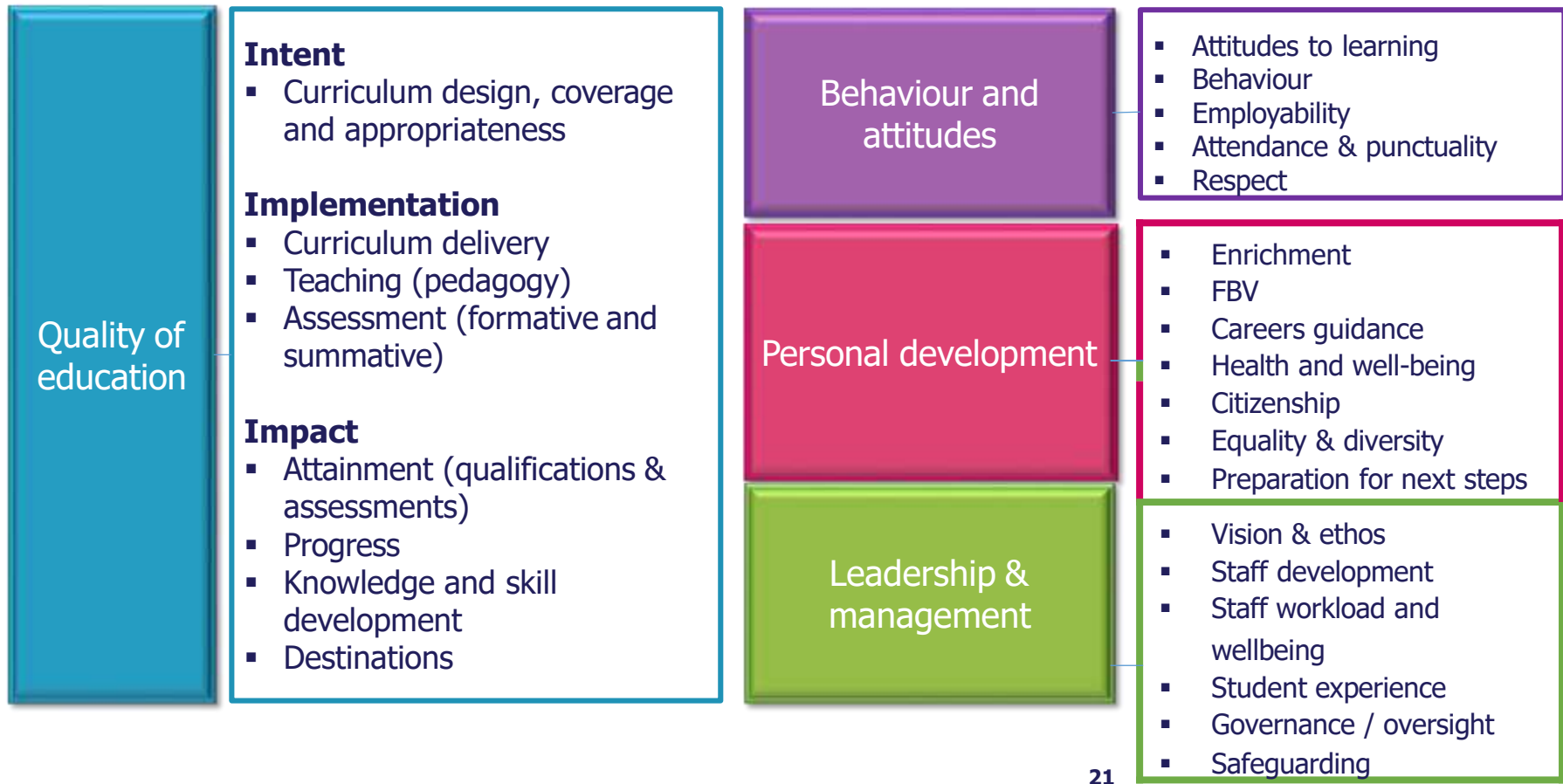
Personal development

Leadership and
management

Judgement areas: evolution, not revolution



Judgements: our working hypothesis in detail



An **evolution**, not a revolution

The new framework draws on the **knowledge built up through our inspection history** as well as **wider research**.

There is **continuity**, but also **a sharper focus** on:

- **Quality of education** rather than on data
- **Workload for teachers, lecturers and leaders**
- **Student experience.**



Keep our focus on safeguarding, reflecting Ofsted's latest thinking

Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** are leaders and other staff identifying the right learners and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same significance across all remits.

The outstanding grade

- We have said that we will **retain** the **outstanding grade** in the new framework, reflecting parents' wishes.
- Currently the **law** states that colleges judged as **outstanding** are **exempt from routine inspection**.
- For consistency and fairness, we have applied this to most of the different types of FE&S providers.
- To ensure public confidence in the grading, we'd like to see the **removal of the outstanding exemption in law**.
- This will be subject to agreement with the **Department for Education** on funding and the **will of parliament**.

Address specific issues facing further education and skills

- **Campus-level reporting and grading** – we are working with the DfE to think through how we supplement the inspection of large colleges with individual campus-level judgements.
- **Provision type reporting and grading** – we are considering how we can rationalise the number of provision types while ensuring and improving the full coverage of provision.
- **Ensuring that the framework is flexible** - we are working to ensure that the framework can cater for the wide range of provision to be found in further education and skills – now and in the future (T-levels and devolution of adult education).

In summary: key principles as we develop new judgement areas and criteria

- Criteria will be based on the evidence relating to educational effectiveness
- Continue to make a single, overall judgement about a provider
- Continue to emphasise safeguarding appropriately
- Reduce focus on data – more focus on how education providers are achieving results
- Retain the current four-point grading scale
- Wherever possible reduce workload: teachers, lecturers, leaders and inspectors.

What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are sharing our developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum, lesson observation, work scrutiny and a wide range of other topics. The findings are feeding directly into the draft framework.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.

Thank you!



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Kent Association of Headteachers: Update

Integrated Front Door

Sarah Hammond
Director Integrated Children's Services (East)
November 2018

Integrated Front Door

- The Integrated Front Door launched on 1st October 2018.
- From 1st October until 18th November a total of 6754 Requests for Support were received and processed by the teams.
- The staff group consists of a Business Support team and 6 teams lead by a team manager comprising of Senior Social Workers, Experienced Social Workers and Front Door Officers.
- Partner agencies including Police, Probation, Health and Adult Safeguarding sit alongside the Children's Services teams in the Front Door.
- The Out of Hours team continues to manage new and urgent work outside of office hours for Kent and Medway.

What has changed?

- The Early Help Notification and Inter Agency Referral form have been replaced by the Request for Support form.
- The Central Duty team and Early Help Triage team are now combined in a single Integrated team. Whilst the roles of staff has changed, there has been no decrease in staffing levels.
- The threshold document has been updated. Thresholds are now referred to as Support Levels, guidance is available in both a one page summary and on line with further detail contained in this version.
- Cases that do not meet Support level 3 or 4 should no longer be referred through the Front Door.
- Partner agencies are now asked to link directly with local support available to meet identified need at level 1 or 2.
- Early Help Districts are offering District Conversations to provide advice about support provided by LA Open Access services as well as other support available within the community at Levels 1 and 2.

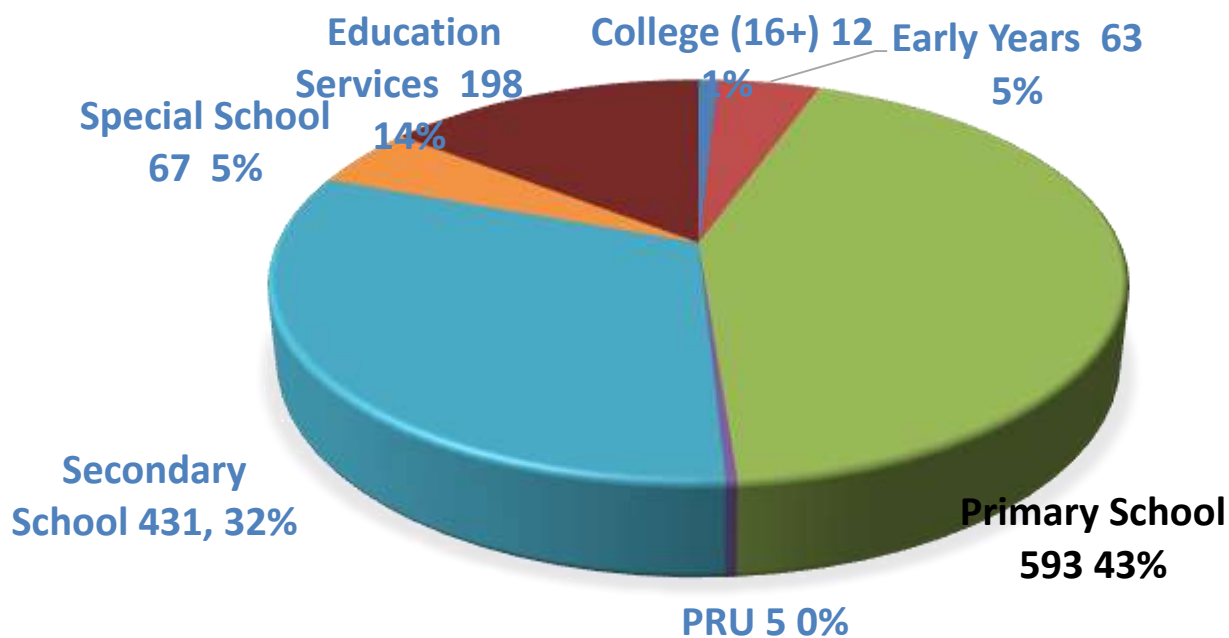
District Conversations

- Early Help teams are now offering ‘District Conversations’ to discuss the support needs of families who sit below Levels 3 or 4.
- The Early Help teams can be contacted by telephone or via email – details are available on the Kelsi website.
- You will be provided with advice about the most appropriate type of support available within the community at Support levels 1 or 2.
- During the month of October, there were 382 conversations.
- Schools were the top source of conversation in 9 of the 12 Early Help Districts.
- Only 38% of the conversations occurred following a referral to the Front Door.
- 168 of the conversations resulted in Open Access/Additional Support

What has not changed?

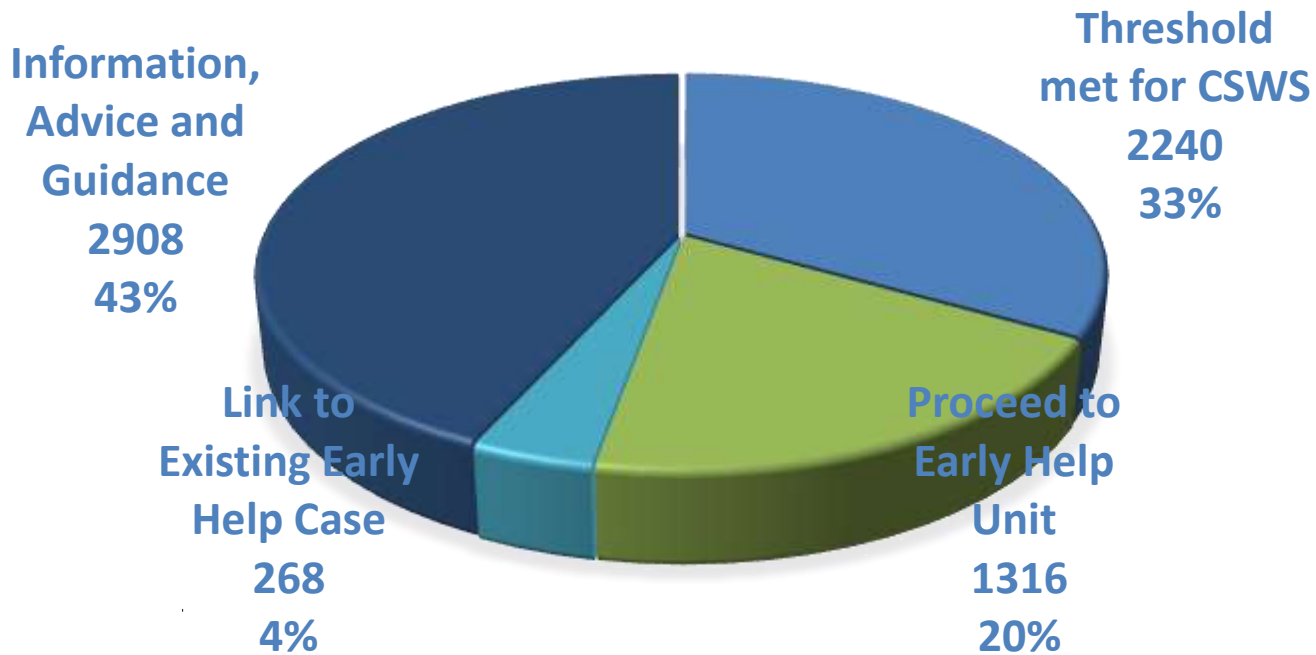
- The thresholds or support levels 1-4 have not changed.
- The language used in the Support Level Guidance is broadly taken from the previous Threshold Document.
- Cases that meet support level 3 or 4 will continue to be progressed through to a Children's Social Work team or Early Help Intensive Unit.
- The service provision to families remains the same, this includes services offered by children's centres, youth hubs, commissioned services.
- The staffing levels within the Front Door, Children's Social Work Teams and Early Help units have not changed.
- The Education Safeguarding team continue to offer advice and guidance to Education professionals.

Requests for Support from Education



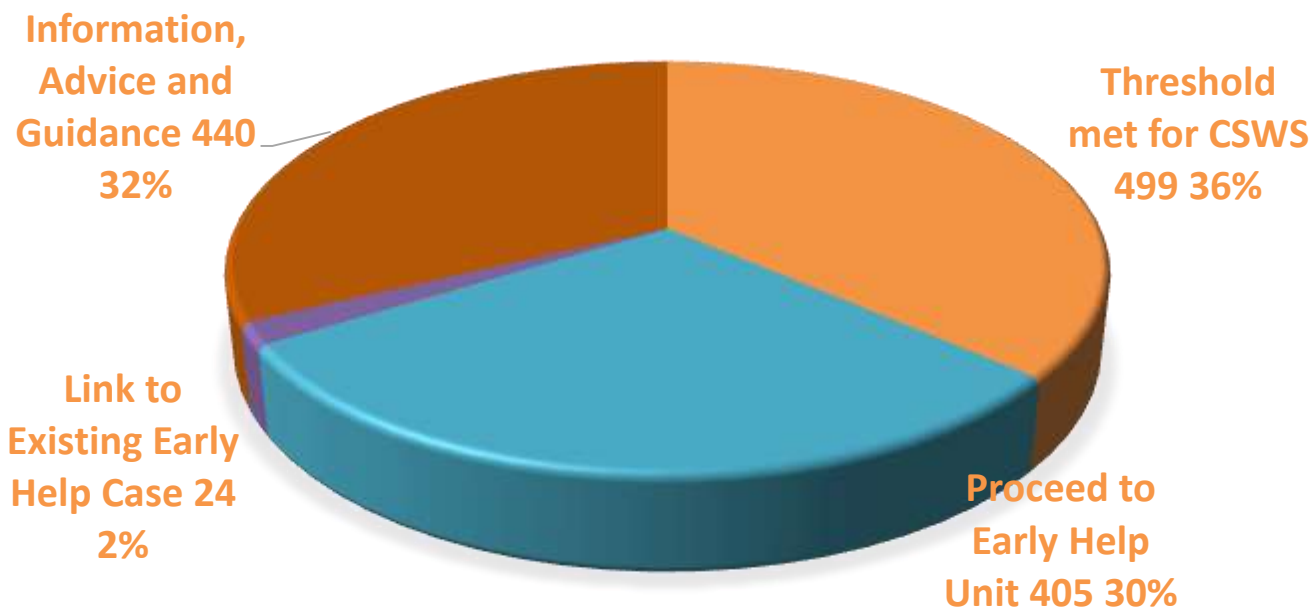
Education category	No of RfS
Primary	593
Secondary	431
Special school	67
College	12
EY	63
PRU	5
Education Services	198
Total	1371

All Requests for Support from 1st October -18th November



Outcome	No of RfS
CSWS	2240
EH	2908
Information and Advice	1316
Link to EH case	268
Total	6754

Requests for Support from Education by Outcome



Outcome	No of RfS
CSWS	499
EH Unit	405
Information and Advice	440
Link to EH case	34
Total	1371

Kent Safeguarding Children Board

- Kent Safeguarding Children Board (KSCB) sets the performance, policy and strategic priorities.
- It is responsible for ensuring that statutory requirements are met and that appropriate resources are in place.
- Ian Witts, HT at Kingsnorth Primary School sits on the Board.
- There are a number of sub groups that where Education professionals are represented including the Quality and Effectiveness Group, the Policy and Procedure Group and the Education Safeguarding Group.
- The arrangements for the Integrated Front Door have been presented to the both the Board and the sub groups at regular intervals throughout 2018.

Overview of the SEND Action Plan

Keith Abbott and Louise Langley

Context

- Reforms to SEN in 2014 and 2015 have caused an increase in demand and higher expectations from parents.
- This has led to the system coming under increasing strain.
- Kent is now maintaining over 10,500 EHCPs which represents growth of over 40% since the reforms.
- Local Authorities have an increased age range responsibility from 0 up to 25.

Context cont'd

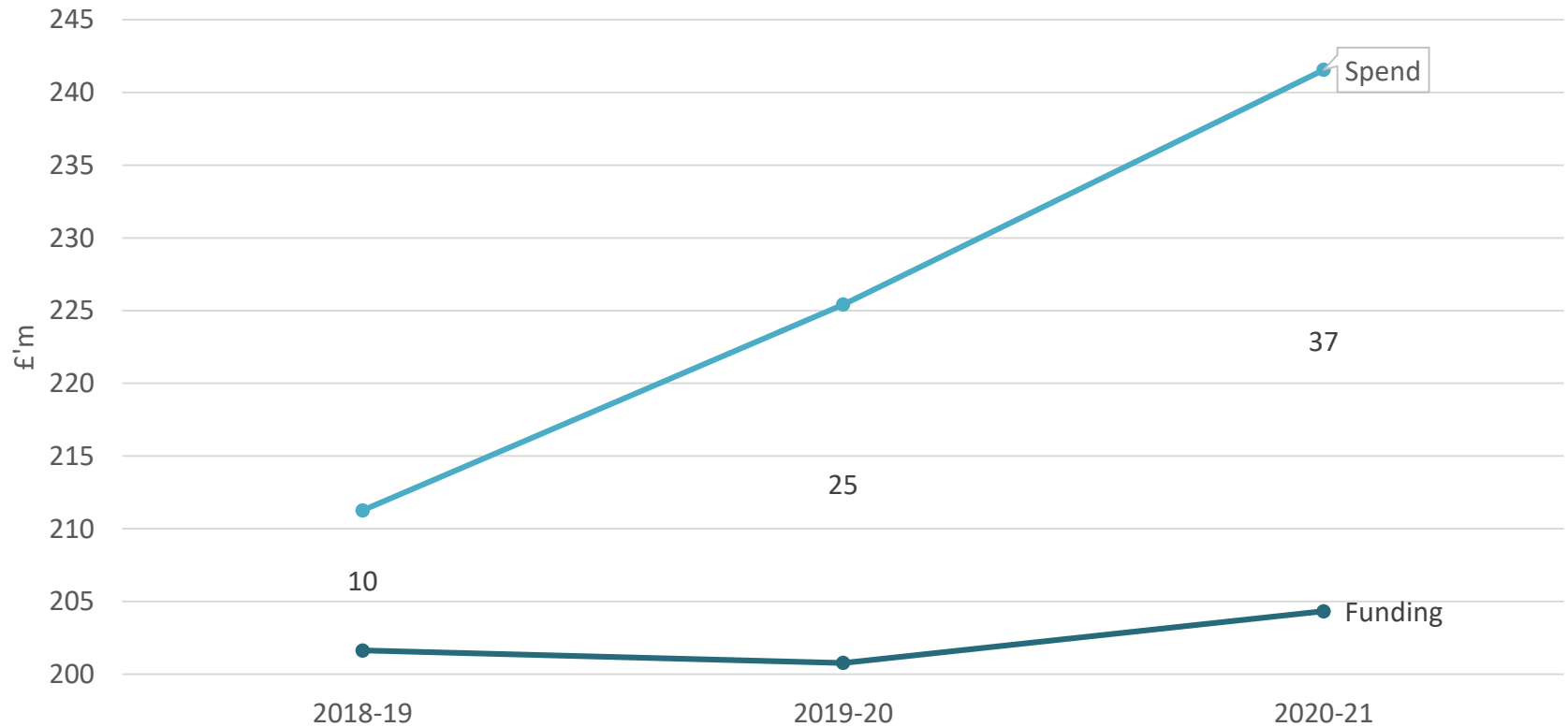
- The number of statutory assessment requests has increased by 81% in the last 18 months.
- 75% of requests are from parents.
- Non-educational drivers are underpinning these requests.
- Capacity within specialist provision to meet the increasingly complex needs of children with SEN is stretched.

Financial Impact

	2013/14	2014/15	2015/16	2016/17	2017/18	Est 2018/19
High needs pupil / student numbers	5985	6254	7229	8340	9057	9018
High needs expenditure	£119m	£125m	£134m	£151m	£158m	£168m

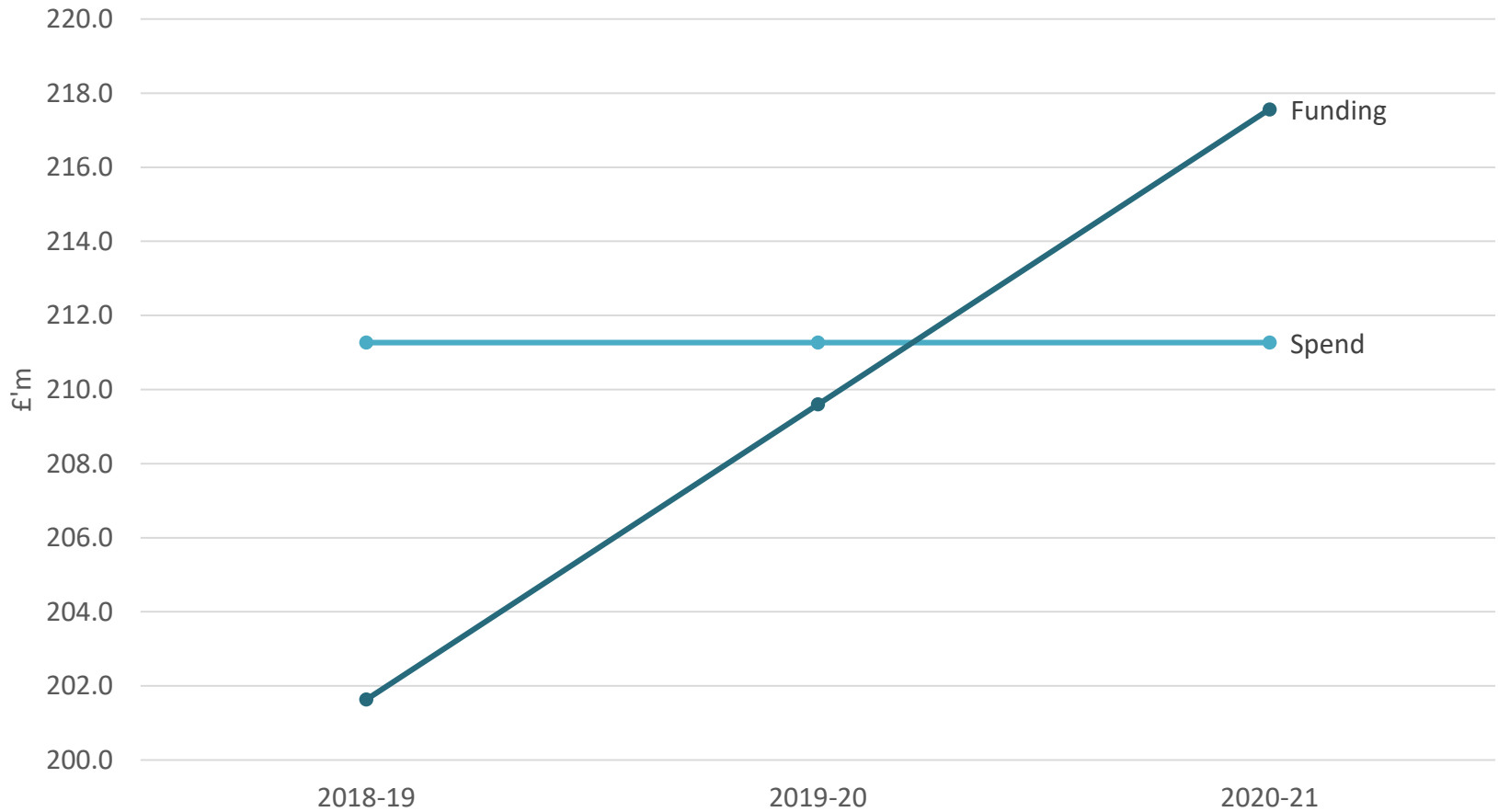
High Needs Forecast

Current growth trajectory
without additional 0.5% transfer each year



High Needs Forecast

0% Growth with additional 0.5% transfer each year



Overarching Aim

To have the right local provision to meet the special educational needs of individual Children and Young People within a sustainable funding envelope.

SEN Plans to Address High Needs Block Pressures

In response to increased Independent Non Maintained Special School costs, in July we introduced greater scrutiny of requests for independent school placements and other funding requests by having a central panel that is made up of senior officers from SEN, educational psychology, finance and special school Headteachers.

What we plan to do – reduce spend

- Continue to scrutinise independent school placements and funding requests to identify causes which will in turn inform future actions
- Have more challenge and negotiation with independent schools (INMSS) arounds breakdown of costs
- Use purchasing power, especially with the top 13
- Develop our INMSS contracts to stipulate financial penalties i.e. For low or non-attendance of pupils

What we plan to do – reduce demand

- Ensure robust scrutiny of requests for statutory assessment
- Work with parent/carers and YP to redesign Local Offer to reflect graduated response to needs and manage expectations
- Work with KSENT to identify ways to support mainstream schools to meet needs without Statutory Assessment (SA)
- Identify opportunities to provide training to other professionals to understand SA process

What we plan to do – right provision

- Ensure the Kent Commissioning Plan (KCP) for future developments reflects growing demand and needs of CYP with SEN as identified by the panel
- Increase special school places for 2019 (with more planned)
- Applied for government funded special free school
- Develop specialist resourced provisions where required in line with KCP
- Look at ways to support mainstream schools to build capacity to meet needs i.e. Training for NQTs

Service Review

To ensure our processes are robust and as efficient and effective as possible to:

- Streamline processes
- Manage the demand
- Improve communication (including reviewing the Local Offer)
- Improve quality of EHCPs
- Improve planning for adulthood

Evolution of the plan

SEN Action Plan



SEN Programme of Change

Proposed Programme Workstreams

Access Design

Co-Production

Communication and
Engagement strategy

Culture and
Development

Process Improvement

Preparation for
Adulthood

Quality of Plans

Online Learning
Environment

Synergy

Six Minute Key Updates

The Education People

Better Together

www.theeducationpeople.org

THE EDUCATION
PEOPLE

Company values

At The Education People our shared values guide all that we do.

Moral Purpose

We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances



Excellence

We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost



Spirit of Innovation

We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery



Company values



People First

We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve



Stronger Together

We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we work together – with each other, our clients and partners



Integrity

We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values

A map of Kent, England, serves as the background for the infographic. The map shows major roads like the M2, M20, and M25, and various towns and cities including Maidstone, Canterbury, Dover, and Folkestone. Six callout boxes, five in blue and one in purple, are overlaid on the map, each connected to a specific geographic area by a dashed line. The central text 'The educational landscape in Kent' is prominently displayed in the middle of the map.

In 2018, 75.3% of children achieved a Good Level of Development in the Early Years Foundation Stage compared to 71.5% nationally

96.3% of early years settings judged good or better by Ofsted

92.1% of schools judged good or better by Ofsted

The educational landscape in Kent

In 2018, 66% of children met or exceeded the expected standard in Reading, Writing and Mathematics combined at Key Stage 2, compared to 64% nationally

In 2018, 68.8% of children met or exceeded the expected standard in Reading, Writing and Mathematics combined at Key Stage 1, compared to 65.3% nationally

552 schools and 653 Early Years settings in Kent

Kent secondary schools achieved an Attainment 8 score of 46.8 in 2018, compared to the national average of 46.5

The Academic Average Point Score per entry achieved by students in Kent schools in 2018 is 33.12, compared to 32.33 nationally.

Services delivered by The Education People

- Governor Services
- Schools Financial Services
- Professional Development
- Education Safeguarding
- Primary School Improvement
- Equality and Inclusion
- Secondary School Improvement, Skills and Employability
- Specialist Employment
- Outdoor Learning
- Early Years and Childcare

Governor Services

- Governor Services offers support across all phases of our education system. We are committed to working with the army of volunteers whose moral purpose is to improve the life chances of children and young people.
- Our clerking service provides Governing Bodies with **high quality, comprehensive advice and support**. The service works with schools both in and outside of Kent and can cater for maintained, academies and independent schools.
- The team offer a variety of bespoke training courses, including Being Prepared for Ofsted and reviews of governance at differing levels to drive improvement and show Governing Bodies how to achieve and demonstrate impact.
- Typically over 400 Governors attend our Governor Induction courses every year.

Governor Services secured a partnership with the National Governance Association and deliver their training programmes on Leading Governance



Governor Services have a Memorandum of Understanding with Inspiring Governance, who hold the DfE funding for Governor recruitment, and are working with them to improve recruitment across the county

Schools Financial Services

- Schools Financial Services have been working and trading with schools for 20 years.
- A **highly experienced, established team** of around 45 people.
- Providing **traded and statutory services** in Kent and neighbouring authorities.



Traded:

- Core Financial Support to 500 schools and academies (Helpdesk and financial tools).
- Supporting over 150 schools and academies on a 1:1 traded basis.
- Bespoke and academy training.

Statutory:

- 100 compliance visits a year to Kent maintained schools.
- Analysing and processing budgets, monitoring and year end accounts for Kent maintained schools.
- Extensive training programme of 22 different courses for schools (for Heads, Governors and Finance staff) plus e-learning tutorials.

Professional Development

- We offer comprehensive, up to date professional development through a range of **face to face courses, online learning, development programmes** and **conferences** to meet local and national educational priorities.
- Our training is delivered by our **highly experienced** education consultants who have an extensive, specialist knowledge in supporting schools and settings.
- English, Maths, safeguarding and training for Governors are amongst the most well attended especially in the Primary sector.
- We also offer a bespoke training service for individual schools, collaborations and academy trusts.

Last year we ran over 1,000 courses in Kent for schools with over 15,000 delegates attending

We attract national and international keynote speakers for our education conference programme, with an average of 150-200 delegates attending each one

We have over 80,000 individuals registered with CPD online

Education Safeguarding

- The Education Safeguarding service consists of qualified HCPC registered social workers and experienced education professionals, all of whom have **extensive knowledge** of safeguarding children, both in Children's Social Care and in a variety of education services.
- Over the past two decades, the team has fostered positive relationships with safeguarding professionals from a variety of agencies and are in a **unique position** to help schools and settings deal with all aspects of safeguarding, including emerging themes such as online safety, gang-related activity, sexual exploitation and honour-based abuse.
- The team act as the **lead professional** and actively represent education services in Kent on multiagency safeguarding groups, such as Case Review, Online Safety, Quality & Effectiveness and Policy & Procedures.
- The service offers a comprehensive **training and conference programme** for Designated Safeguarding Leads and whole staff groups.



Areas of expertise include reviews of safeguarding practice within schools and settings, Independent Management Investigations, Standard 20 visits and assessments of sexual harassment and sexually harmful behaviour

Primary School Improvement

- Our Primary School Improvement Advisers and consultants have a **proven track record** of supporting, promoting and achieving improvement in Kent, a county which has **above the national average** number of good and outstanding schools.
- The service offers a **range of support** with the aim that children and young people receive the **highest quality education**, pupil achievement is consistently improving, attainment gaps to the disadvantaged are narrowed and the number of good and outstanding schools across all districts in Kent increases.
- The service provides intensive support designed to bring about rapid change and improvement in schools where it is most needed.

Top 5 - products

1. Primary Leadership file
2. English and Mathematics Leadership Grab file
3. Mathematics Leadership file
4. Approaches to English/Mathematics curriculum
5. Mathematics exercise book covers

www.theeducationpeople.org

113,529 pupils attend a good or outstanding primary school in Kent

93.8% of Kent primary schools are good or outstanding

Since Sept 2017, 92% inspections in maintained primary schools have had an outcome of good or outstanding

Top 5 - direct support

1. Headteacher appraisal
2. Mathematics consultancy
3. Ofsted ready preparation
4. Moderation and assessment
5. General consultancy

Equality and Inclusion

- The Inclusion Support Service Kent (ISSK) **raise achievement, wellbeing and inclusion** by promoting equality of opportunity for all pupils, particularly those from vulnerable groups including pupils from Minority Ethnic groups, those with English as an Additional Language (EAL), Gypsy Roma and Traveller Pupils and Lesbian, gay, bisexual and trans students.
- We help schools to identify and overcome barriers to learning, eliminate discrimination, and foster good relations by exploring pupil identity and celebrating diversity.
- Working directly in schools we offer a range of bespoke support including strategic development for Senior Leadership Teams, advice for individual teachers and teacher assistants on accelerating progress and improving engagement.

www.theeducationpeople.org

Feedback from an EAL Coordinator in a Kent primary Academy on support from ISSK:

“We have been able to focus on our strategic approach to (EAL) teaching and consider our approach to effective assessment of both our children and our implementation of the strategies themselves.”



Over the last two years EAL students in Kent schools have outperformed their EAL peers nationally across all key stages

THE EDUCATION
PEOPLE

Secondary School Improvement, Skills and Employability

- The Secondary School Improvement and Skills and Employability Service provides a range of support, training and consultancy to **ensure young people receive high quality education** in good and outstanding schools and colleges.
- We support providers in the development of **appropriate curriculum pathways** and work with employers to generate **apprenticeship opportunities** that ensure the reduction of young people Not in Employment, Education or Training.
- Our service provides **joined-up young people tracking, careers advice and guidance and curriculum development.**

Top 5 products

1. Mathematics support
2. Headteacher appraisal
3. Consultancy support
4. Governing Body support
5. Ofsted readiness

89.2% of secondary schools in Kent are judged good or outstanding

88,182 pupils in Kent attend a good or outstanding secondary school

Since Sept 2017, 76% inspections in maintained secondary, special schools & PRUs have had an outcome of good or outstanding

Not in Employment, Education or Training (NEET) figures in Kent are consistently lower than the national average

Specialist Employment

- The Specialist Employment Service works with adult social services, schools, colleges, training providers, employers and other Local Authorities to professionally support service users with physical/learning difficulties, autism and other barriers. We offer a **robust service** of direct delivery through the supported employment model.
- We have a **proven track record** of providing professional support including careers guidance and sustainable employment opportunities.

The Specialist Employment Service offers:

- ✓ Direct delivery for supporting those with learning difficulties, physical, sensory, autism move into paid employment
- ✓ Independent travel training for service users
- ✓ Training in Systematic Instruction for potential Job Coaches
- ✓ Bespoke consultancy in setting up a supported employment service
- ✓ Delivery of Supported Internships and Supported Apprenticeships
- ✓ Working with employers to help them recruit a wider pool of employees and job retention
- ✓ Working with employers to redesign their recruitment model and staff awareness of disabilities



Over 82% of our
service users
move into paid
employment

Outdoor Learning

- The Outdoor Learning service works in partnership with schools, youth and community groups and charities to deliver high quality outdoor learning services to **support the education and personal development** of all children and young people.
- Our key strength is in the connections we create and maintain with schools, youth groups and other customers; allowing the planning and delivery of progressive **tailor-made programmes** of outdoor learning.
- As an innovative and flexible service, we are at the **forefront of good practice** and development in the outdoor learning field.



The Swattenden Outdoor Centre
160 bed residential & day visit centre offering a wide range of team work & personal development activities, including climbing & high ropes



Bowl Water Outdoor Centre
40 bed residential & day visit centre offering a wide variety of land & water based activities



The Kent Mountain Centre, N Wales
60 bed residential centre offering a wide range of mountain and water based activities



Kearsney Campsite, Dover
A camping base for 200+ available for groups to use for their own activities



Horton Kirby Environmental Centre
A day centre for 90 providing a range of curriculum-linked history, geography & science based activities

Early Years and Childcare

- The Early Years and Childcare Service brings you Threads of Success, a **comprehensive suite** of training, support and products for all those working within the early years and childcare sector (including Out of School).
- Our combination of local authority and voluntary/private sector knowledge and experience positions us to bring considerable expertise to provide you with the **best possible solutions** to your early years and childcare needs.

Our **most popular products and services** include:

- ✓ Advice and support in securing a sufficient and sustainable childcare provision
- ✓ A comprehensive and proven offer to support leadership and quality improvement
- ✓ High quality products to support inclusion, incorporating our SENCO and EAL in the Early Years Handbooks, Kent Progress Trackers and Intervention Tools
- ✓ Our double award winning Enhancing Family Involvement in Children's Learning (EFICL) Framework and Toolkit
- ✓ The Education for Sustainable Development Award, linked to the United Nations Sustainable Development Goals

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In Kent, 96.3% of our group providers of early years and childcare and 98% of childminders are judged by Ofsted as good or better

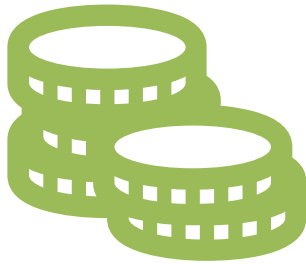


PRU Funding Model Options

Stuart Collins

Director of Integrated Children's Services – West Kent and EHPS Lead

Current Kent Funding Model and Future Options - £11.5m



Stage 1

Total Alternative Provision budget
allocated between districts



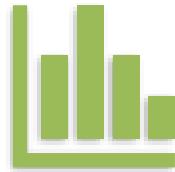
Stage 2

Allocation within each district
depending on the agreed model of
operation

In addition we are proposing to include the following:



Move to using 'PAN' rather than the previous October census numbers. This will provide higher allocations to those schools who are traditionally less full and are therefore likely to take a disproportionately higher share of our most challenging children



Once the financial envelope for the district is calculated, **reallocate the selective school proportion across the non-selective school cohort** within each district on a pro-rata basis



Develop a system whereby the **local authority contributes to the local collaboration by serving as the Chair of the In Year Fair Access panel** and by providing administrative support for these panels to ensure data collected is consistent across the county.



Where a school opts out of collaboration or deviates from the terms which agree the sums going to each school or **does not engage with the 'In Year Fair Access' processes then these schools should be challenged through the imposition of a financial penalty.**

Option 1: Devolved

- Funding is devolved to the local headteachers under a contract with the Local Authority.
- At the heart of this proposal we would seek to include criteria in the contract which reduces 'in year' or 'future years' allocations for those schools and academies that take the money but fail to operate in a way that is inclusive.
- It is proposed that the LA would seek redress and impose a financial penalty where a school's performance or engagement in contracted criteria was below published expectations

Option 2: Delegated

- Ensure that KCC has a presence on all Management Committees.
- Management Committees could select to introduce a fair representative voting system.
- Each Management Committee should be open to membership by all Head Teachers. It may not need to be a requirement for all Heads to be a member, but the opportunity should be in place if they wish to join.
- For districts with delegated arrangements where we have a physical PRU, we are proposing to move to a model whereby **only a proportion of the district allocation is delegated to the PRU (under Place Plus methodology), and the remaining balance of the district allocation is devolved to schools, operating in the same way as option 1 (Devolved) above.**
- We will commission places at the PRU and fund them at £18k per place. The number of commissioned places for the county will be calculated at 0.42% of the total KS3 and KS4 children.
- The number commissioned within each district will reflect the funding formula methodology and will therefore vary based on need but total 0.42% for the county.
- It is proposed that the same disincentive system that is used for the devolved model will also apply to the delegated model.
- Any penalty, in line with the above, would apply to the school through their devolved proportion of the funding.

Option 2: Delegated

The table below provides an illustration of the above proposal for individual PRUs of both the commissioned places (delegated model) and the remaining balance devolved to districts.

PRU	Places @ 0.42% of KS3 & 4 pupils	Budget @ £18k/place £'000	District Total	Remaining balance devolved
North West Kent	64	£1,149k	£2,113k	£964k
Maidstone and Malling	44	£784k	£1,442k	£658k
Shepway	22	£404k	£744k	£339k
Thanet and Dover	73	£1,310k	£2,410k	£1,100k
Two Bridges	40	£716k	£1,318k	£601k
	242	£4,364k	£8,026k	£3,662k
		54%		46%

Consultation

A formal consultation on these proposals
will be launched on Friday, 30th
November 2018, via the KELSI e-Bulletin.

Change for Kent Children

Sarah Hammond, Stuart Collins and Matt Dunkley

North - an integrated social care and early help approach

Summary of outcomes

- Reduction in C&F assessment duration (20% reduction)
- Reduction in CIN duration (13.1% reduction, compared to 19% increase for Kent)
- Reduction in CSWT caseload (7.1% reduction)
- Reduction in re-referrals within 2 months (4.7% to 2.6% for CSW, 21.8% to 16.9% for EH)
- Auditing suggested that quality of casework and decision-making was maintained
- EH was successful and effective in taking cases with higher complexity
- Improvement in the understanding of one another's roles across EH and CSW

East - an integrated social care and early help approach focusing on schools

Summary of outcomes

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

South - multi-disciplinary adolescent risk model

Summary of outcomes

- Reduction in missing episodes for young people in the pilot (65% reduction)
- Reduced out-of-court disposals (20% reduction)
- Reduction in SCS adolescent referrals (21% reduction in Ashford vs 13% for Kent)
- Reduction in CP cases (reduction from 28 to 25)
- Reduction in SCS adolescent re-referrals within 2 months (2.9% reduction)
- Police reported better identification of vulnerable and at risk young people
- Achieved sustained engagement of partners in a multi-disciplinary approach
- Staff report practice benefits in applying contextual safeguarding
- EH adapted successfully to handling cases at a higher threshold
- There was a clear move towards staff working in a more joined-up way

West - enhancing placement stability

Summary of outcomes

- YP chosen due to the high risk of placement breakdown, the assumption being all children identified would have had a breakdown without the support of the pilot
 - 53% of pilot children had no placement changes
 - 21% of pilot children ended up in higher level placements
 - 5% of pilot children ended up in lower level placements
 - 210 hours of respite provided to foster carers through activity days for CIC
 - Both staff groups felt they were able to better understand one another's roles
 - Staff felt supported to work with young people presenting higher levels of risk
 - Young people provided positive feedback on having dedicated support from staff
 - Sense that respite contributed to improved potential for retaining foster carers
-

Change for Kent Children Programme



Building and learning from the findings and outcomes of our creative and innovative area-based Pilots, we have established...



...nine clearly defined Workstreams, closely exploring key areas of opportunity, to better integrate our services, to ensure the best outcomes for children, young people and their families...



...working alongside the developments at the Front Door.



Ideas and proposals are being developed over the next month, informing the next steps for 2019.

Approach - Core Workstreams

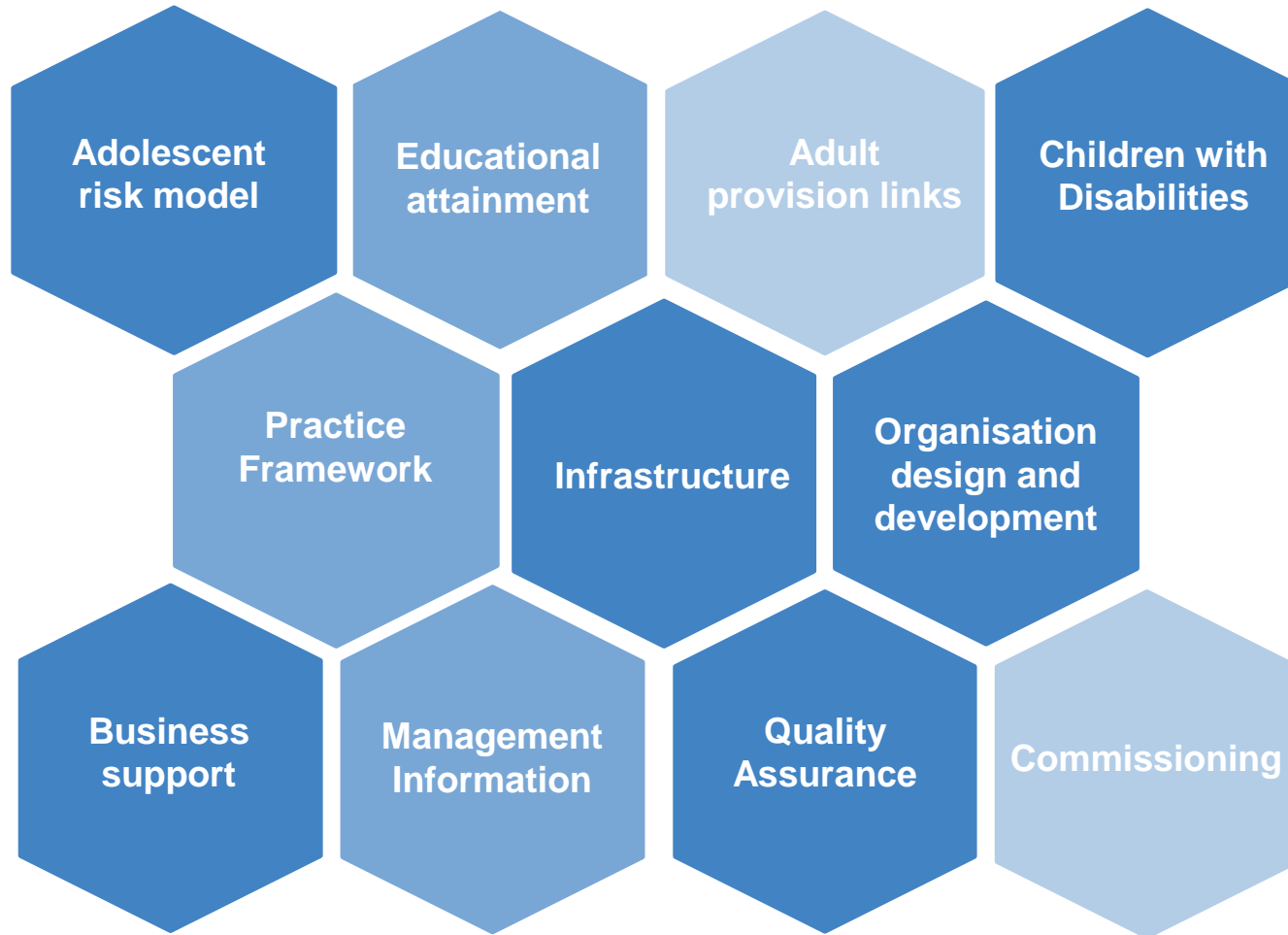


Table Activity

Table Questions

1. Any feedback on the SEND Action Plan, Alternative Provision consultation and change for Kent Children you would like us to consider?
2. How would you like us to consult schools on this work?

Thank you for attending

www.kelsi.org.uk

Please continue to visit the Kelsi website for key legislation, guidance and latest news and events available to educational professionals.

