Priorities and Key Developments
National Developments

- Common Inspection Framework
- EYs and National Curriculum Assessment
- GCSE Attainment and Progress 8 Measures
- Education and Adoption Bill
Common Inspection Framework

Inspectors will make graded judgements in the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners
- The effectiveness of Early Years and sixth form provision, where applicable

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
Common Inspection Framework

- Short inspections every 3 years for good schools will focus on whether good quality provision has been sustained.
- Inspectors will focus on the performance of the school or provider and leadership and management.
- If a significant concern arises that the school or provider may no longer be good, inspectors may recommend that a full inspection takes place.
- If there are indications that the school or provider has improved and may be ‘outstanding’ inspectors will recommend that a full inspection is scheduled.

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
Early Years Assessment in 2016

New baseline assessment in Reception:

• Schools can choose from approved list of six for first use in autumn 2015.
• Schools must use an ‘approved’ baseline assessment from autumn 2016 unless they choose to be held to account on attainment alone (from 2023.)
• EYFS Profile to be non-statutory from 2016/17.
• KCC recommends Early Excellence
NC Assessment KS2 in 2016

- 2015 last year of reported levels, new tests to higher ‘expected standard.’
- Externally marked tests in reading, mathematics and grammar, punctuation and spelling.
- Outcomes will be reported by scaled scores.
- Teacher assessments reported - based on new ‘performance descriptors.’
- Moderation (of writing TA) ‘to be improved.’
NC Assessment KS2 in 2016

- KS2 floor standard measure to be raised to 85% of pupils achieving standard in reading and maths tests and in writing teacher assessment.

Progress:
- Progress measure from 2016 is based on the percentage of pupils making ‘sufficient progress’ in all of reading and writing and mathematics,
- ‘Sufficient progress’ to be defined in 2016 after new KS2 tests have been taken for the first time.
- Transitional arrangements from 2016 to 2023.

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
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<th>Years</th>
<th>Basis of measuring progress in primary schools</th>
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<td>KS1 ‘old’ TA levels to overall KS2 ‘new’ test and TA outcomes</td>
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<td>2020</td>
<td>KS1 ‘new’ TA outcomes to overall KS2 ‘new’ test and TA outcomes</td>
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<tr>
<td>2022</td>
<td>New Reception baseline (2015) to overall KS2 ‘new’ test and TA outcomes OR KS1 ‘new’ TA outcomes to KS2 ‘new’ test and TA outcomes (whichever better)</td>
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<tr>
<td>2023</td>
<td>Early baseline to overall KS2 test and TA outcomes</td>
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Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
GCSE Progress 8 and Attainment 8

Performance measured for progress and attainment in the best of 8 GCSE subjects:

- English
- Maths
- 3 academic Ebacc subjects
- 3 technical or other subjects
- Double weighting in English and Maths means that they contribute 40% of a school’s Progress 8

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
In February 2015 the DfE published Attainment 8 and Progress 8 scores for schools in Kent based on 2014 results. Schools receive an average grade and are below the threshold with a progress VA score of -0.50.

Pupils’ estimated attainment 8 is calculated from their KS2 outcomes. Their value added score is based on how far above or below this estimate they achieve. The school’s Progress 8 measure is averaged across all pupils.
GCSE Progress 8 and Attainment 8

Based on DfE published Attainment 8 and Progress 8 scores for Kent, using 2014 results:

- 10 schools were below the threshold of -0.50
- The scores ranged from -1.09 to 0.87
- The top 12 schools were in the range 0.52 to 0.87

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
Department and Adoption Bill

Expectation that all schools judged inadequate by Ofsted will become sponsored academies.

Coasting schools will be put on notice to improve, depending on a clear plan for improvement.

Still waiting on definition of coasting, but reasonable to suppose these are schools where headline results are not necessarily poor but that insufficient numbers of pupils are making expected rates of progress.

Patrick Leeson
Corporate Director, Education and Young People's Services
June 2015
Current academy numbers in Kent:

99 Primary Schools (22%)
73 Secondary Schools (71%)
1 Special School (4%)

**Total:** 173 Schools (29%)

17 academies sponsored after inspection judgement

**Total:** 411 KCC maintained schools (71%)
Local Developments

• SEND reforms, high needs funding and LIFT
• Next phase of school improvement, collaborations, KAH and leadership strategy
• Early Help and Prevention
• Emotional Wellbeing Strategy and New Health Needs Service
• Primary support for behaviour needs
• Education Commissioning Plan

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
Local Inclusion Forum Teams LIFT

LIFT is a multi-agency forum for schools (Early Years Lift for settings) to access support for pupils with SEND:

- Advice on strategies; practical support
- Workforce development; courses and bespoke training
- Specialist teacher and education psychology input
- Signposting to NHS professionals
- Recommendation for statutory assessment

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
Local Inclusion Forum Team LIFT and links to Early Help

Some referrals to LIFT require a whole family approach to achieve good outcomes.

- Through LIFT, an Early Help Notification may be made to ensure a co-ordinated service response, with a clear plan of support to be provided for the CYP and family.

Early Help Notification

- Early Help is designed to provide integrated support for families at risk of poor outcomes, with a ‘whole family’ key worker approach
- More joined up with the NHS and with Commissioned Services so families have better support from different services.

Patrick Leeson
Corporate Director, Education and Young People’s Services
June 2015
What are the changes to the pupil premium arrangements for looked after children in 2014-15?

- Looked after children attract a pupil premium of £1900 to create total PP+ grant.
- The cohort of looked after children who attract the pupil premium is bigger and includes children looked after from the first day of care rather than, as previously, only those who had been looked after for six months or more.
- The pupil premium for looked after children must be managed by the virtual school head in the authority that looks after them.

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Funding also for....

- Children adopted from care or who left care under Special Guardianship on or after December 2005 (record on school census)
- Children who left care under a Residence Order on or after 14th October 1991 (not managed by VSH).

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Responsibility of Virtual School Heads

• Virtual school heads are responsible for making sure there are effective arrangements in place for allocating pupil premium funding to benefit children looked after by their authority.

• Being able to demonstrate how pupil premium funding raises achievement for looked after children and closes the gap between their achievement and that of their peers; and

• Ensuring arrangements to engage with the looked after child’s school (usually with the designated teacher) about how pupil premium funding allocated to the school is contributing to meet the needs identified in Personal Education Plans.

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Collaborative Bids

• Potential for proposals from groups of schools that target groups of children providing there are clear quantitative targets for each child and evidence of progress.

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Focus Funding on…

Effective initiatives based on national research from Sutton Trust, Education Endowment Foundation and the Reece Centre Oxford.
Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Spend in 2014-15

2014-15 PP+ spend was roughly in line with population distribution with the exception of Thanet where they account for 19% of cohort and 25% of grant deployment. This again links with the PP+ policy around the Child Needs Model and the number of more complex CiC we have placed in East Kent due to location of specialist care settings.

In addition to the direct payments and initiatives in the localities VSK directly commissioned activities which included literacy development programmes such as Beanstalk and Paired Reading.

There have been a myriad of interventions and support programmes generated for our CiC across the county. 23% of the grant in localities have been spent on 1:1 tuition; a further 19% utilised on targeted individual support; 36% focused on group or school based approaches and 18% on collaborative approaches across schools.

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
An Individual Approach

Year 11 Male – Rodger
Lives at home with father, twin sister and younger sister. No contact with mum.
Dad has severe learning difficulties as does Rodger’s twin sister, she attends a special school. The family live with in a supported living environment where they have 24 hour carers on call who help dad to manage day to day living and family life. All the children have been in care since 2007 following parents not being able to meet their needs. At this time mum left the family and moved away.

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
• 1:1 maths and English tutoring
• School would reinforce with someone from pastoral team to assure attends tutoring
• Pupil premium to fund agreed plans

• Early October clear 1:1 was not working as Rodger would not attend
• Agreed intensive mentoring would be better solution
• Rodger agreed to the mentoring

• Mentor began intensive work in January - £2880
• Key worker system put in place - £144
• Homework support put in place - £192
• 1:1 maths tutoring with mentor - £656
• 1:1 English tutoring with mentor - £656

Total Pupil Premium spend – £4528

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
Any questions?

http://www.virtualschool.lea.kent.sch.uk/education/pupil-premium

Tony Doran
Headteacher VSK, Children’s Social Care
June 2015
KAH Area Board Chairs

North: Garry Ratcliffe  
East: Jane Robinson  
West: John Harrison  
South: Sally Lees
Future Direction of School Improvement and Leadership Strategy

Gillian Cawley

Director of Education, Quality and Standards
Thank you for your very warm welcome

Visits to schools meeting groups of Headteachers

Gillian Cawley
Director of Education, Quality and Standards
June 2015
Key Developments and Priorities

- Leadership Strategy
- Continued focus on improving schools
- The School Improvement Team
- Raising the achievement of vulnerable pupils and Pupil Premium
- New Ofsted framework
Kent Early Help and Preventative Service

Florence Kroll

Director for Early Help and Preventative Services
Early Help Definition

Early Help means intervening as soon as possible to tackle emerging problems

....ensuring that every child and young person from pre–birth to age 19, and their family, who needs early help services will receive them in a **timely and responsive** way, so that they are safeguarded, their health, educational, social and emotional needs are met and outcomes are good.

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Integrated CRU and EH Triage

Florence Kroll
Director for Early Help and Preventative Services
June 2015
<table>
<thead>
<tr>
<th>Level and referral route</th>
<th>Needs</th>
<th>Services (examples)</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| **Level 1**               | All children and families have core needs – education, parenting, health | • Schools  
• Early Years  
• Youth Hubs  
• Children Centres                                                                      | Children make good progress in most areas of development                         |
| UNIVERSAL                | Open access to provision                                             |                                                                                   |                                                                        |
|                          | **Level 2**                                          | Children and families with additional needs benefit from additional help to improve education, parenting, behaviour, health | Life chances of children and families will be improved by the additional support |
| ADDITIONAL               | Two or three services work together coordinated by a service who knows the child/family best – often delivered in early years setting/school | • School Action  
• School mentor  
• Attendance and Inclusion Parenting support  
• Targeted youth work, NEET work  
• Children’s centres targeted groups  
• VCS provision  
• Resilience programmes                          |                                                                        |
|                          | Referral directly to the service                                    |                                                                                   |                                                                        |

Florence Kroll  
Director for Early Help and Preventative Services  
June 2015
<table>
<thead>
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<th>Level and referral route</th>
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<th>Services (examples)</th>
<th>Outcome</th>
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</thead>
</table>
| **Level 3 INTENSIVE**    | Vulnerable children and their families with multiple or complex needs or who have not responded to additional support | - Early Help Units  
- Troubled families interventions  
- Out of Court youth offending interventions  
- Some VCS interventions  
- CAMHS  
- Intensive Attendance and Inclusion  
- Some CIN intervention if risks are escalating | Life chances will be significantly impaired without coordinated multi agency support |
<table>
<thead>
<tr>
<th>Level and referral route</th>
<th>Needs</th>
<th>Services (examples)</th>
<th>Outcome</th>
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<tbody>
<tr>
<td><strong>Level 4 SPECIALIST</strong></td>
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</table>
| Specialist Children’s Services - Child protection, Looked after children, ChIN | - Children and families who have suffered or who are likely to suffer significant harm as a result of abuse or neglect  
- Children whose parents and wider family are unable to care for them  
- Families involved in crime/ misuse of drugs | - Specialist Children's Services  
- Fostering and residential care  
- Youth Justice Statutory Orders  
- CAMHS  
- SEND | - Children and/or family members are likely to suffer significant harm/removal from home/serious or lasting impairment without the intervention of specialist service, sometimes in a statutory role |
| Youth Justice, Young people in Custody | | | |
| Referral to CRU or the service with the power to undertake statutory intervention | | | |

Florence Kroll  
Director for Early Help and Preventative Services  
June 2015
## EH Unit & Open Access

<table>
<thead>
<tr>
<th>Early Help Unit</th>
<th>Open Access</th>
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</thead>
<tbody>
<tr>
<td>80% casework, 20% open access</td>
<td>80% open access, 20% casework</td>
</tr>
<tr>
<td>Emphasis on family work</td>
<td>Emphasis on open access work in Children's Centre or Youth Hub</td>
</tr>
<tr>
<td>Casework likely to be with family not yet known to EH service</td>
<td>Open case to SCS open access work is supporting a plan</td>
</tr>
<tr>
<td>Step Down from SCS</td>
<td>Family likely to be known through open access work and require some additional family or individual casework</td>
</tr>
<tr>
<td>Open access work likely to be a session in Youth Hub or CC running specific group that is inclusive to others</td>
<td>Open access work can include targeted outreach work and group work</td>
</tr>
<tr>
<td>Casework more intensive, can use open access resources delivered by the EH Unit</td>
<td>Universal to Additional Youth Justice Work</td>
</tr>
<tr>
<td>Additional/Intensive /Specialist Youth Justice Work</td>
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</tbody>
</table>
School attendance and inclusion pathway

Attendance gives school cause for concern

School intervention – letter to parents, meeting pupil/parents in school

YES complete KFSF Notification

Has the intervention improved attendance?

Initial assmt. and response to school within 2 weeks

Additional family support required

Case allocated to EHPS Unit

NO legal action considered

YES Case closed

NO is additional family support required?

NO the case is referred directly to school liaison officer

YES Case closed

Improved?

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Early Help Data

- The rate of referrals to SCS per 10,000 from March to April 2015 has reduced by 8.1 from 39.3 to 31.2.

- Current Early Help Caseload 5759

- Assessments completed in 2 weeks of notification 55%

- Percentage notifications leading to Plan in 4 weeks 47%.

- Cases closed with a good outcome 63%

- Percentage of cases stepped down from SCS 24%

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Referrals to Early Help

Kent Notifications
September to March 14/15
Total: 4146

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Tonbridge and Malling

123 Total Notifications

Mapping work against multiple deprivation factors to see if there is the correlation one would expect to see.

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Recruitment: Where are we?

- District Managers
- Children Centre Delivery Managers
- Youth Hub Delivery Managers
- Early Help Unit Leaders
- Senior Early Help Workers
- Attendance and Inclusion – Area Managers
- School Liaison Officers for attendance

Florence Kroll
Director for Early Help and Preventative Services
June 2015
<table>
<thead>
<tr>
<th>District</th>
<th>0-25 District Manager</th>
<th>Children’s Centre</th>
<th>Youth Hub</th>
<th>County wide services</th>
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<td>Area Head of Service</td>
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<td>South Kent - Louise Fisher</td>
<td>Helen Anderson</td>
<td>Ann Woodberry</td>
<td>Jim Winter</td>
<td>Youth Justice</td>
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<td>County Role: 5 – 11 years</td>
<td><a href="mailto:helen.anderson@kent.gov.uk">helen.anderson@kent.gov.uk</a></td>
<td><a href="mailto:Ann.Woodberry@kent.gov.uk">Ann.Woodberry@kent.gov.uk</a></td>
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<td>Katie Knight</td>
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<td><a href="mailto:julia.easton@kent.gov.uk">julia.easton@kent.gov.uk</a></td>
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<td><a href="mailto:sarah.rothwell@kent.gov.uk">sarah.rothwell@kent.gov.uk</a></td>
<td>Heidi McGee</td>
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<td>Leanne Watson</td>
<td>Erin Bell</td>
<td>Casework Manager</td>
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<tr>
<td><a href="mailto:bryony.khadaroo@kent.gov.uk">bryony.khadaroo@kent.gov.uk</a></td>
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<td>Sarah Thornby</td>
<td>Sarah Thornby</td>
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<td></td>
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<td>03000414521</td>
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<tr>
<td>Canterbur y</td>
<td>Rob Jobe</td>
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<td>Youth Justice</td>
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<td>Pat Rouse</td>
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<td>Swale</td>
<td>Nick Moor</td>
<td>Sam Higgins</td>
<td>Ben Rose</td>
<td>Inclusion and Attendance</td>
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<tr>
<td><a href="mailto:nick.moor@kent.gov.uk">nick.moor@kent.gov.uk</a></td>
<td><a href="mailto:Sam.Higgins@kent.gov.uk">Sam.Higgins@kent.gov.uk</a></td>
<td><a href="mailto:Ben.Rose@kent.gov.uk">Ben.Rose@kent.gov.uk</a></td>
<td>Melanie Higgins</td>
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<tr>
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<td>Thanet</td>
<td>Sharon McLaughlin</td>
<td>Vicky O’Riordan</td>
<td>Justin Wanstall</td>
<td>Casework Manager</td>
</tr>
<tr>
<td><a href="mailto:sharon.mclaughlin@kent.gov.uk">sharon.mclaughlin@kent.gov.uk</a></td>
<td>Vicky.O’<a href="mailto:riordan@kent.gov.uk">riordan@kent.gov.uk</a></td>
<td><a href="mailto:Justin.Wanstall@kent.gov.uk">Justin.Wanstall@kent.gov.uk</a></td>
<td>Mark Walsh (Canterbury and Swale)</td>
<td>mark.walsh@Canterbury and Swale</td>
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<td></td>
<td>07824707374</td>
<td>03000415694</td>
<td></td>
<td>mark.walsh@Canterbury and Swale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>03000419385</td>
<td>Joanne Terry (Thanet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>joeanne.terry@Thanet</td>
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Emotional Wellbeing Strategy and New Health Needs Service
Re-commissioning of Child and Adolescent Mental Health services

• Growing national recognition that emotional wellbeing and mental health problems affect a range of outcomes including education attainment.

• Investing in addressing mental health issues in childhood prevents more entrenched and serious problems developing in later life.

• Current arrangements in Kent for children and young people have been disjointed and inadequate, need for the whole system to improve services and their coordination.

• Significant work is taking place to develop a whole system approach to develop a new strategy, and model for service provision.
The Way Ahead: The Kent Emotional Wellbeing Strategy for children, young people and families

Underpinning the whole strategy is that we promote emotional wellbeing and resilience at every opportunity. The 4 key outcomes are:

<table>
<thead>
<tr>
<th>Early Help</th>
<th>Children, young people and young adults have improved <strong>emotional resilience</strong> and where necessary receive <strong>early support</strong> to prevent problems getting worse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Children, young people and young adults who need additional help receive <strong>timely, accessible and effective support</strong>.</td>
</tr>
<tr>
<td>Whole Family Approaches</td>
<td>Children, young people and young adults receive support that <strong>recognises and strengthens their wider family relationships</strong>.</td>
</tr>
<tr>
<td>Recovery and Transition</td>
<td>Children, young people and young adults receive support that <strong>promotes recovery, and they are prepared for and experience positive transitions</strong> between services (including transition to adult services) and at the end of interventions.</td>
</tr>
</tbody>
</table>

Florence Kroll  
Director for Early Help and Preventative Services  
June 2015
Key points of the new service model

• A single point of access across emotional wellbeing and mental health services.

• Enabling children and young people to receive timely access to support; development of drop-ins or safe spaces in schools.

• Increased availability of consultation from specialist services.

• A ‘whole family’ protocol, defining how parents and carers will be involved and identifying and responding to the wider needs of the family within assessments of the child’s emotional wellbeing.

• Effective implementation of multi-agency tools and protocols to identify children and young people who have been affected by Child Sexual Exploitation (CSE), and rapid access to specialist post-abuse support.

• Emphasis on continued improvement of performance, to agreed contract requirements across the system
Next steps

• Implementation of the Strategy’s delivery plan.
• Finalising the new model with partners including health.
• Consultation on the new model including with children, young people and families.
• Resource allocation.
• Pilot of the Single Point of Access.
• Realignment of services.
• Procurement process as needed.
Kent HeadStart Programme

Florence Kroll
Director for Early Help and Preventative Services
June 2015
HeadStart

• National programme to equip young people to better deal with difficult circumstances, to prevent them experiencing common emotional and mental health problems.

  – Phase 2 - to July 2016: £800k
  – Phase 3 - Whole systems approach to building resilience and bidding for £10million of funding for five years

Florence Kroll
Director for Early Help and Preventative Services
June 2015
HeadStart

• HeadStart Kent is providing early support both in and out of school, with a focus on improving the resilience and lives of young people by working in four areas:

  – A young person’s time and experiences at school
  – Their ability to access the community services they need
  – Their home life and relationship with family members
  – Their interaction with digital technology

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Programme Activities

Canterbury
- Penn State Resilience curriculum in secondary schools
- Penn State Resilience curriculum in primary schools
- Penn State Resilience in community and target workers (setbacks Sorted)

North West Kent
- Safe Spaces in schools
- Safe Spaces in community hubs
- Coping packs
- Family Focus KS2
- Peer mentors
- Active listening mentors
- Youth MH First Aid

Thanet
- Restorative approaches in schools
- Restorative approaches in the community
- Target Restorative approaches in schools
- Restorative Ambassadors
- Restorative approaches families
- Resilience Curriculum

---

**Resilience Mentors:** evidence based model of intensive support. FRIENDS

**Social Marketing:** skills roadshows, coping packs, reflection days.

**Digital World:** full services directory, volunteering & mentoring opportunities, self-referral form and sign posting to social media

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Florence Kroll
Director for Early Help and Preventative Services
June 2015
# HeadStart Schools List

<table>
<thead>
<tr>
<th>Canterbury</th>
<th>North West Kent</th>
<th>Thanet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briary Primary School</td>
<td>St John's Catholic Secondary School, Gravesend</td>
<td>Cliftonville Primary School</td>
</tr>
<tr>
<td>Joy Lane Primary School</td>
<td>Chantry Primary School</td>
<td>Drapers Mill Primary School</td>
</tr>
<tr>
<td>Whitstable Junior School</td>
<td>Downsview Community Primary School</td>
<td>Garlinge Primary School and Nursery</td>
</tr>
<tr>
<td>Barton Court Grammar School</td>
<td>High Firs Primary School</td>
<td>Hartsdown Technology College</td>
</tr>
<tr>
<td>Herne Bay High School</td>
<td>Holy Trinity Church of England</td>
<td>The Charles Dickens School</td>
</tr>
<tr>
<td>Spires Academy</td>
<td>Horizon Primary Academy</td>
<td>The Ellington and Hereson School</td>
</tr>
<tr>
<td>The Community College Whitstable</td>
<td>St Bartholomew's Catholic</td>
<td>The Marlowe Academy</td>
</tr>
<tr>
<td></td>
<td>St John's Catholic Primary School</td>
<td>Dane Court Grammar School</td>
</tr>
<tr>
<td></td>
<td>St Mary's Church of England</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northfleet School for Girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchards Academy</td>
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</tr>
</tbody>
</table>

Florence Kroll  
Director for Early Help and Preventative Services  
June 2015
Education Health Needs Service

Aim of the new service:

• Outreach service to support pupils with medical conditions to remain in their home school with specialist educational support

• 6 local bases for pupils with mental health needs, improving local access for pupils, increasing specialist support for schools, includes mental health nurses in each base and links with other health professionals

Florence Kroll
Director for Early Help and Preventative Services
June 2015
The service will directly work with schools to deliver:

- An appropriate health care plan for pupils
- Professional development for school staff to enable them to fulfil their statutory functions
- Specialist advice about learners with complex health needs.
- Access to high quality virtual learning materials, and virtual classes
- Access to mental health professionals and access to family support through EHPS
- A robust referral process to support schools in providing access to appropriate education for these pupils

Florence Kroll
Director for Early Help and Preventative Services
June 2015
The Education Health Needs PRU will therefore develop as a specialist education service. The workforce will have a specific knowledge and expertise about the education for this group of pupils and will be an asset for schools because of this specialist understanding.

The PRU, in 6 local bases, will provide specialist health support and education for pupils who need time out of school.

There will be a clear referral route to specialist mental health tier 4 provision.

Florence Kroll
Director for Early Help and Preventative Services
June 2015
Education Commissioning Plan
Priorities

Keith Abbott
Director for Planning and Access
## Commissioning Education Provision

For September 2015 we planned/commissioned as follows:

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Permanent Year</td>
<td>Temporary Year</td>
</tr>
<tr>
<td><strong>Need identified in Plan</strong></td>
<td>29.3FE</td>
<td>195 places</td>
</tr>
<tr>
<td><strong>Places delivered (by May 2015)</strong></td>
<td>18.7FE</td>
<td>309 places</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>-10.6FE</td>
<td>+114 places</td>
</tr>
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</table>

---

Keith Abbott  
Director for Planning and Access  
June 2015
Commissioning Education Provision

- In most cases temporary Year R will become permanent places, once due process has been completed

- Pressure remains acute in Gravesham, Dartford and Swale

- We have seven new Primary schools opening in September 2015, with a further Free school due to open in September 2016

Keith Abbott
Director for Planning and Access
June 2015
Commissioning Education Provision

Additional SEND capacity has been created to support learners:

- 2 Special schools have had improvement works completed, five have new builds underway to replace or refurbish their premises, and we continue to drive forward solutions for the remaining 3 schools
- 229 additional Special school places, with further places planned (following statutory consultation)
- 53 places in SRBP for BESN/ASD/SLCN (increasing to 125 by 2017), with further proposals coming forward

Keith Abbott
Director for Planning and Access
June 2015
Forecasting

Our forecasting accuracy remains good at County level, but with greater variation at District level. We strive for accuracy to within plus/minus 1%

<table>
<thead>
<tr>
<th>Phase</th>
<th>Range</th>
<th>County</th>
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<tbody>
<tr>
<td>Year R</td>
<td>-1.4% to 6.3%</td>
<td>1.8% (over-forecast)</td>
</tr>
<tr>
<td>Primary (Yr R-6)</td>
<td>0.0% to 1.8%</td>
<td>0.8% (over-forecast)</td>
</tr>
<tr>
<td>Year 7</td>
<td>-12.5% to 3.5%</td>
<td>-0.3% (underforecast)</td>
</tr>
<tr>
<td>Secondary (Yr 7-11)</td>
<td>-3.9% to 1.1%</td>
<td>0.0%</td>
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</table>
Forecasting

• Across Kent we have maintained at least 5% surplus capacity in Year R and Years R-6, although neither of these targets were achieved in Dartford, Gravesham or Swale.

• In the Secondary sector, only Canterbury fell below the 5% surplus target following the closure of Chaucer School.

Keith Abbott
Director for Planning and Access
June 2015
Priorities in Current Plan

We indicated that this year we would:

- Promote the creation of all-aged schools – St George’s CE School, Thanet becomes all-aged in September 2016

- Review vulnerable Secondary schools (budget and roll numbers). This work is underway

- Continue reviewing Infant and Junior school organisation as circumstances change. 5 pairs of schools amalgamated during this academic year

Keith Abbott
Director for Planning and Access
June 2015
## Looking Ahead

<table>
<thead>
<tr>
<th>By 2016-17</th>
<th>By 2017-18</th>
<th>2018-19 and after</th>
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</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
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<tr>
<td>15.5FE permanent</td>
<td>21.4FE permanent</td>
<td>46.5FE permanent</td>
</tr>
<tr>
<td>275 Year R places</td>
<td>130 Year R places</td>
<td>30 Year R places</td>
</tr>
<tr>
<td>Secondary</td>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>13FE permanent</td>
<td>7FE permanent</td>
<td>60FE permanent</td>
</tr>
<tr>
<td></td>
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<td>120 Year 7 places</td>
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</table>
Next Version of the Commissioning Plan (2016-20)

• Plan to be completed over the summer months
• Local discussion between schools and AEOs early autumn
• To KCC’s Cabinet for approval – December 2015
• We continue to need your support in ensuring we have the right capacity, in the right place, at the right time.
• How can you help?
  – Consider whether expansion is appropriate for your school
  – Would your school/trust promote a new school?
  – Would your school/trust sponsor a school to help raise standards?
  – Does your site have space for us to consider building a new school if necessary?

Keith Abbott
Director for Planning and Access
June 2015