

Headteacher Briefings

June 2015

Patrick Leeson

Corporate Director, Education and Young People's Services

Priorities and Key Developments

Patrick Leeson
Corporate Director, Education and Young People's Services
June 2015



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

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

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.
- Draft test frameworks and test performance descriptors published by STA by Sept 2015.
- 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.

Measuring progress from 2014 to 2023

Years	Basis of measuring progress in primary schools
2014	'levels of progress from KS1 to KS2 reading and maths test outcomes and writing TA (as now)
2015	
2016	KS1 'old' TA levels to overall KS2 'new' test and TA outcomes
2017	
2018	
2019	
2020	KS1 'new' TA outcomes to overall KS2 'new' test and TA outcomes
2021	
2022	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)
2023	Early baseline to overall KS2 test and TA outcomes

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

GCSE Progress 8 and Attainment 8

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

Education 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

Education and Adoption Bill

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

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

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.

Pupil Premium Plus Funding

Tony Doran

Headteacher VSK, Children's Social Care



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.



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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).



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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



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Headteacher VSK, Children's Social Care
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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.



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Headteacher VSK, Children's Social Care
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Focus Funding on...

Effective initiatives based on national research from Sutton Trust, Education Endowment Foundation and the Reece Centre Oxford.

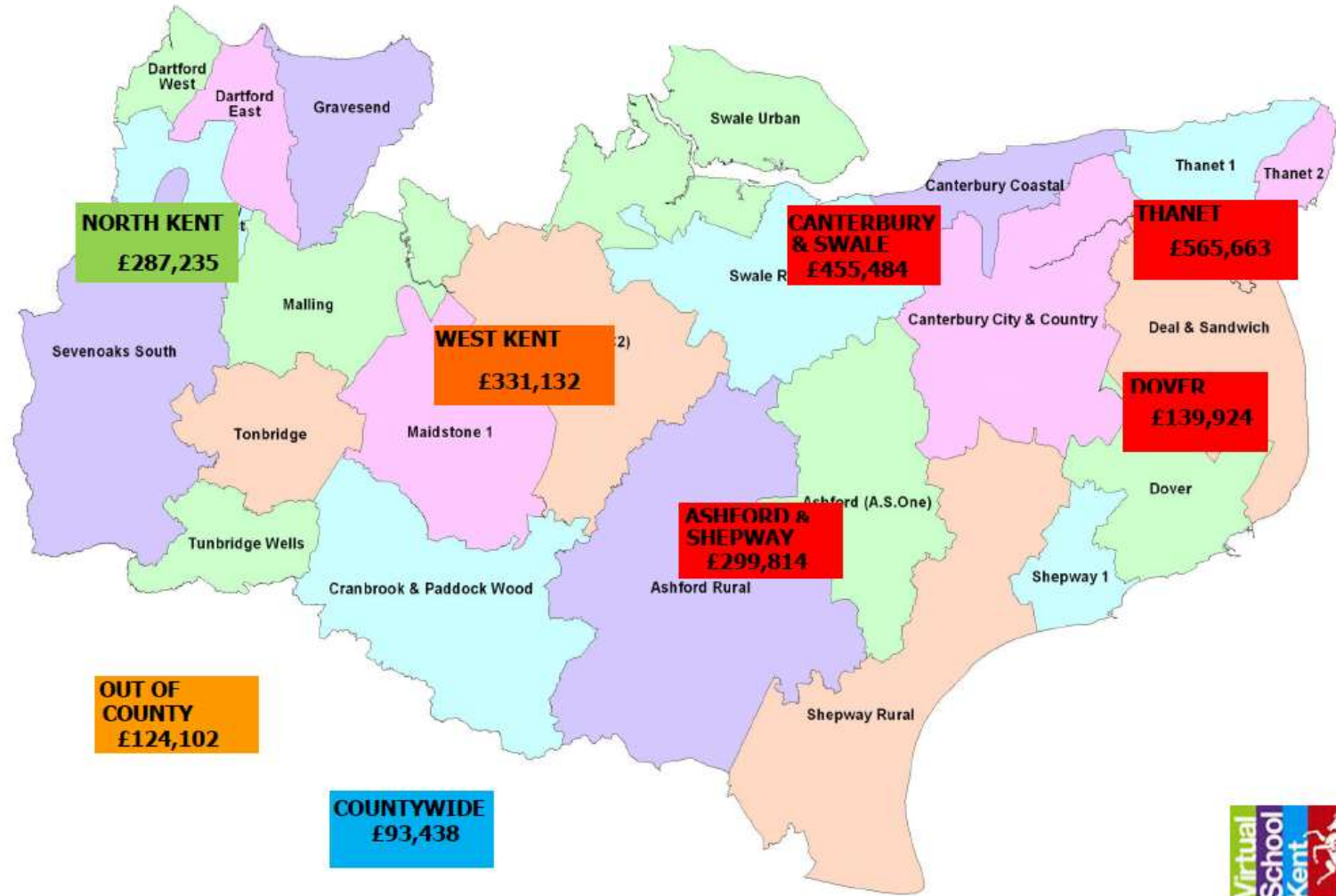
After school programmes	££££ ★★☆☆	-2 months	Feedback	££ ££££ ★★☆☆	+8 months	Oral language interventions	££ ££££ ★★☆☆	+5 months
Arts participation	££ ££££ ★★☆☆	-2 months	Homework (Primary)	£ ££££ ★★☆☆	+1 month	Outdoor adventure learning	££££ ★★☆☆	+3 months
Aspiration interventions	££££ ★☆☆☆	0 months	Homework (Secondary)	£ ££££ ★★☆☆	+5 months	Parental involvement	££££ ★★☆☆	+3 months
Behaviour interventions	££££ ★★★★★	+4 months	Individualised instruction	£ ££££ ★★☆☆	+2 months	Peer tutoring	££ ££££ ★★★★★	+6 months
Block scheduling	£ ££££ ★★☆☆	0 months	Learning styles	£ ££££ ★★☆☆	+2 months	Performance pay	££ ££££ ★☆☆☆	0 months
Collaborative learning	£ ££££ ★★★★★	+5 months	Mastery learning	££ ££££ ★★☆☆	+5 months	Phonics	£ ££££ ★★★★★	+4 months
Digital technology	££££ ★★★★★	+4 months	Mentoring	££££ ★★☆☆	+1 month	Physical environment	££ ££££ ★☆☆☆	0 months
Early years intervention	£££££ ★★★★★	+6 months	Meta-cognition and self-regulation	££ ££££ ★★★★★	+8 months	Reducing class size	£££££ ★★☆☆	+3 months
Extended school time	££££ ★★☆☆	-2 months	One to one tuition	££££ ★★★★★	+5 months	Repeating a year	£££££ ★★★★★	-4 months



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Pupil Premium + Spend 2014/2015



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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.



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An Individual Approach

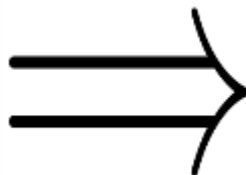
Year 11 Male – Rodger

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 by 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.



- 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**

Any questions?



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



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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

Gillian Cawley
Director of Education, Quality and Standards
June 2015



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.**

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Director for Early Help and Preventative Services
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Early Help Service Model

Unit Structure



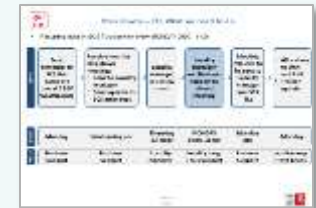
SMART Outcome Tracking



Open Access



Step Down Panel



Management Support & EH Toolkit

EH Service Model

Workload, not Caseload

Unit Meetings



Early Help Toolkit



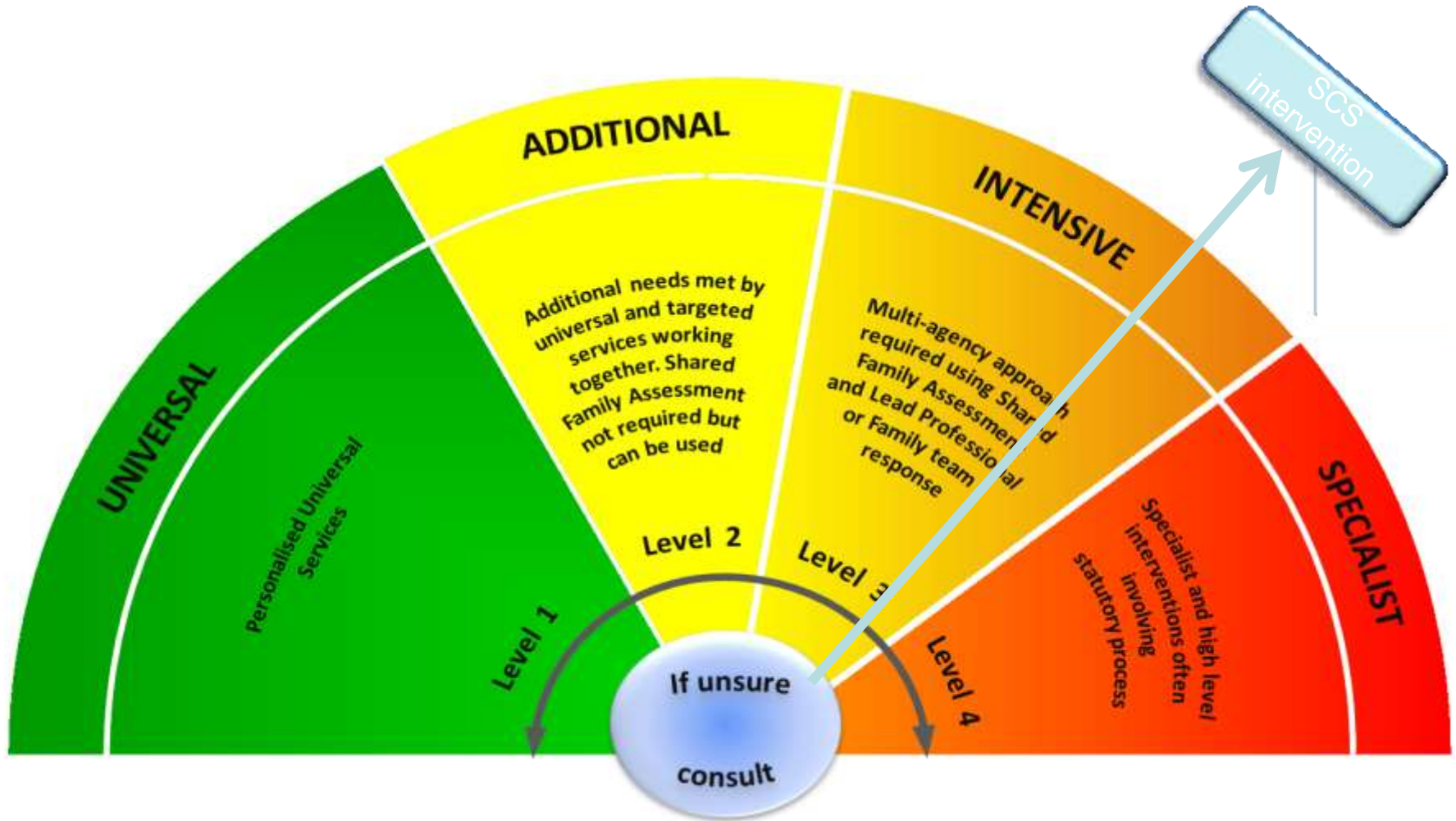
Triage



Case Allocation

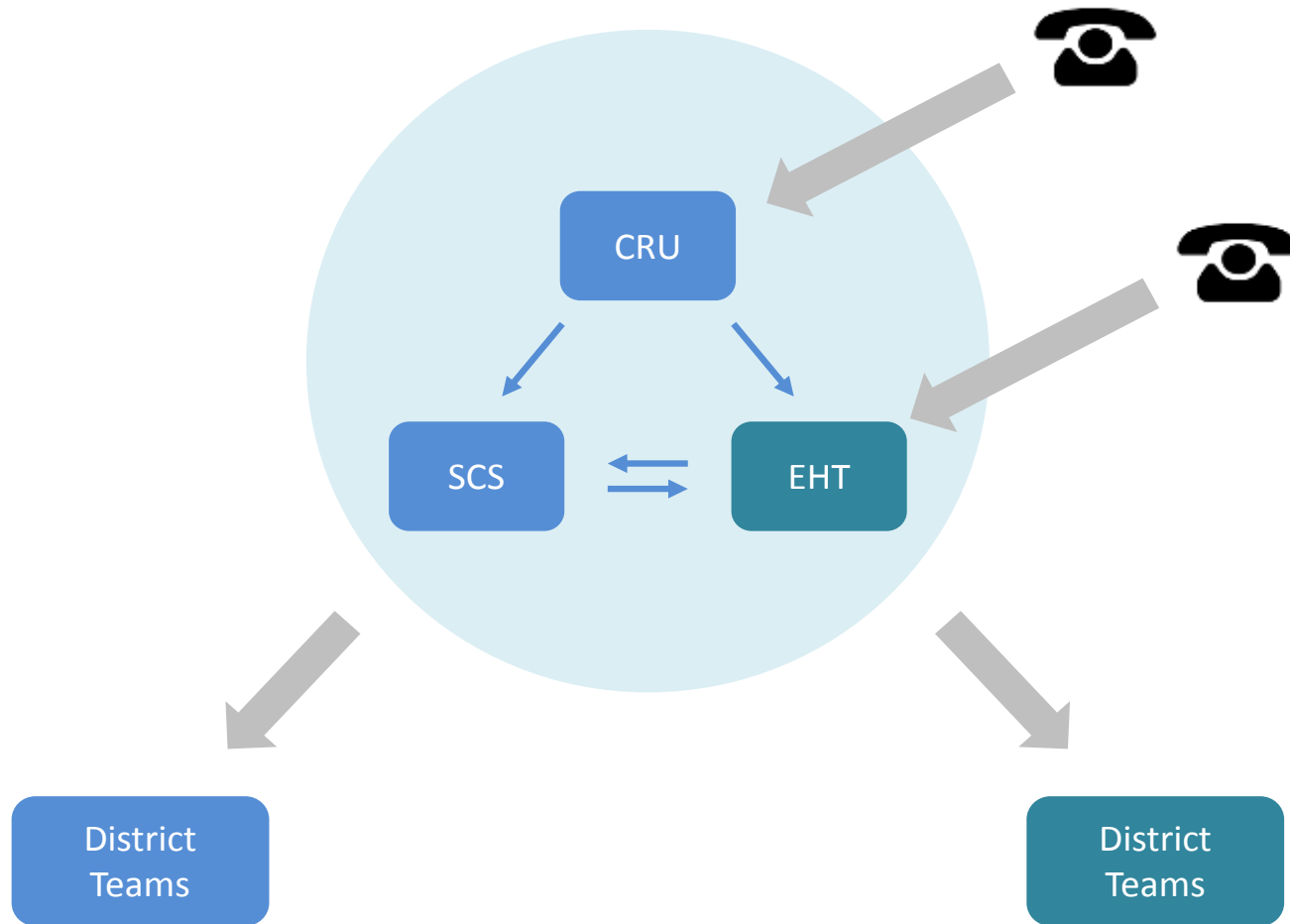


Effective Support Windscreen



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Director for Early Help and Preventative Services
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Integrated CRU and EH Triage



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Director for Early Help and Preventative Services
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Level and referral route	Needs	Services (examples)	Outcome
<p>Level 1 UNIVERSAL</p> <p>Open access to provision</p>	<p>All children and families have core needs – education, parenting, health</p>	<ul style="list-style-type: none"> • Schools • Early Years • Youth Hubs • Children Centres 	<p>Children make good progress in most areas of development</p>
<p>Level 2 ADDITIONAL</p> <p>Two or three services work together coordinated by a service who knows the child/ family best – often delivered in early years setting/school</p> <p>Referral directly to the service</p>	<p>Children and families with additional needs benefit from additional help to improve education, parenting, behaviour, health</p>	<ul style="list-style-type: none"> • School Action • School mentor • Attendance and Inclusion Parenting support • Targeted youth work, NEET work • Children’s centres targeted groups • VCS provision • Resilience programmes 	<p>Life chances of children and families will be improved by the additional support</p>

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 Director for Early Help and Preventative Services
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Level and referral route	Needs	Services (examples)	Outcome
<p>Level 3 INTENSIVE</p> <p>Request for Early Help Unit through EH Triage</p> <p>KFSF assessment and plan required</p>	<p>Vulnerable children and their families with multiple or complex needs or who have not responded to additional support</p>	<ul style="list-style-type: none"> • 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 	<p>Life chances will be significantly impaired without coordinated multi agency support</p>

Level and referral route	Needs	Services (examples)	Outcome
<p>Level 4 SPECIALIST</p> <p>Specialist Children's Services -Child protection, Looked after children, ChIN</p> <p>Youth Justice, Young people in Custody</p> <p>Referral to CRU or the service with the power to undertake statutory intervention</p>	<p>Children and families who have suffered or who are likely to suffer significant harm as a result of abuse or neglect</p> <p>Children whose parents and wider family are unable to care for them</p> <p>Families involved in crime/ misuse of drugs</p>	<ul style="list-style-type: none"> • Specialist Children's Services • Fostering and residential care • Youth Justice Statutory Orders • CAMHS • SEND 	<p>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</p>

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EH Unit & Open access

Early Help Unit

80% casework, 20% open access

Emphasis on family work

Casework likely to be with family not yet known to EH service

Step Down from SCS

Open access work likely to be a session in Youth Hub or CC running specific group that is inclusive to others

Casework more intensive, can use open access resources delivered by the EH Unit

Additional/Intensive /Specialist

Youth Justice Work

Some work moves across both

Open Access

80% open access, 20% casework

Emphasis on open access work in Children's Centre or Youth Hub

Open case to SCS open access work is supporting a plan

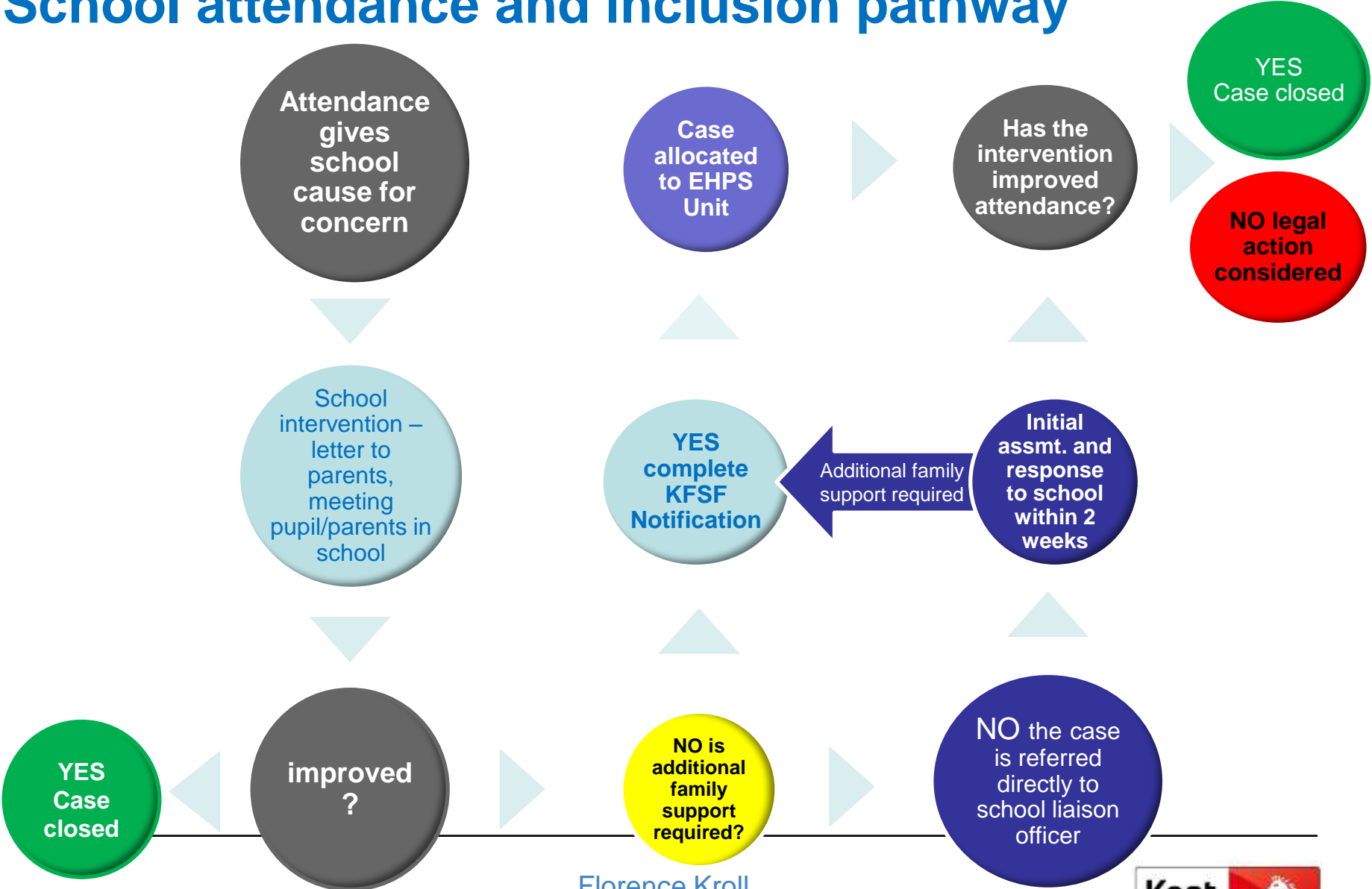
Family likely to be known through open access work and require some additional family or individual casework

Open access work can include targeted outreach work and group work

Universal to Additional

Youth Justice Support work

School attendance and inclusion pathway



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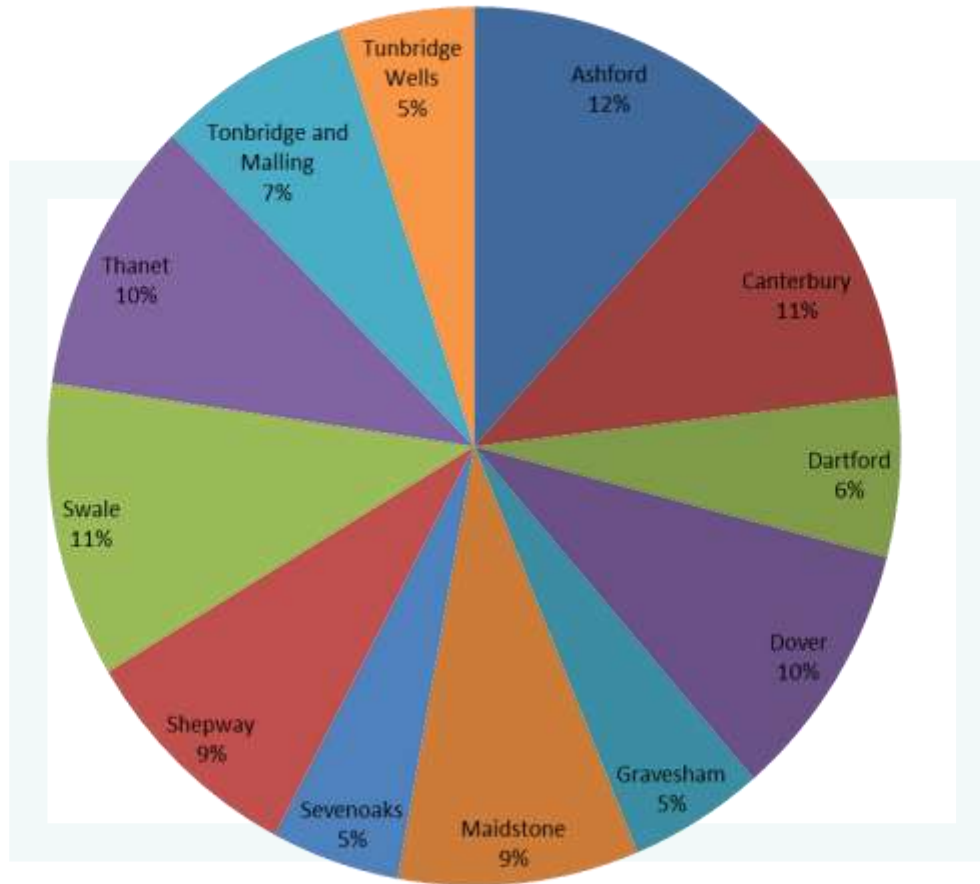
Early Help Data

- 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%

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Referrals to Early Help



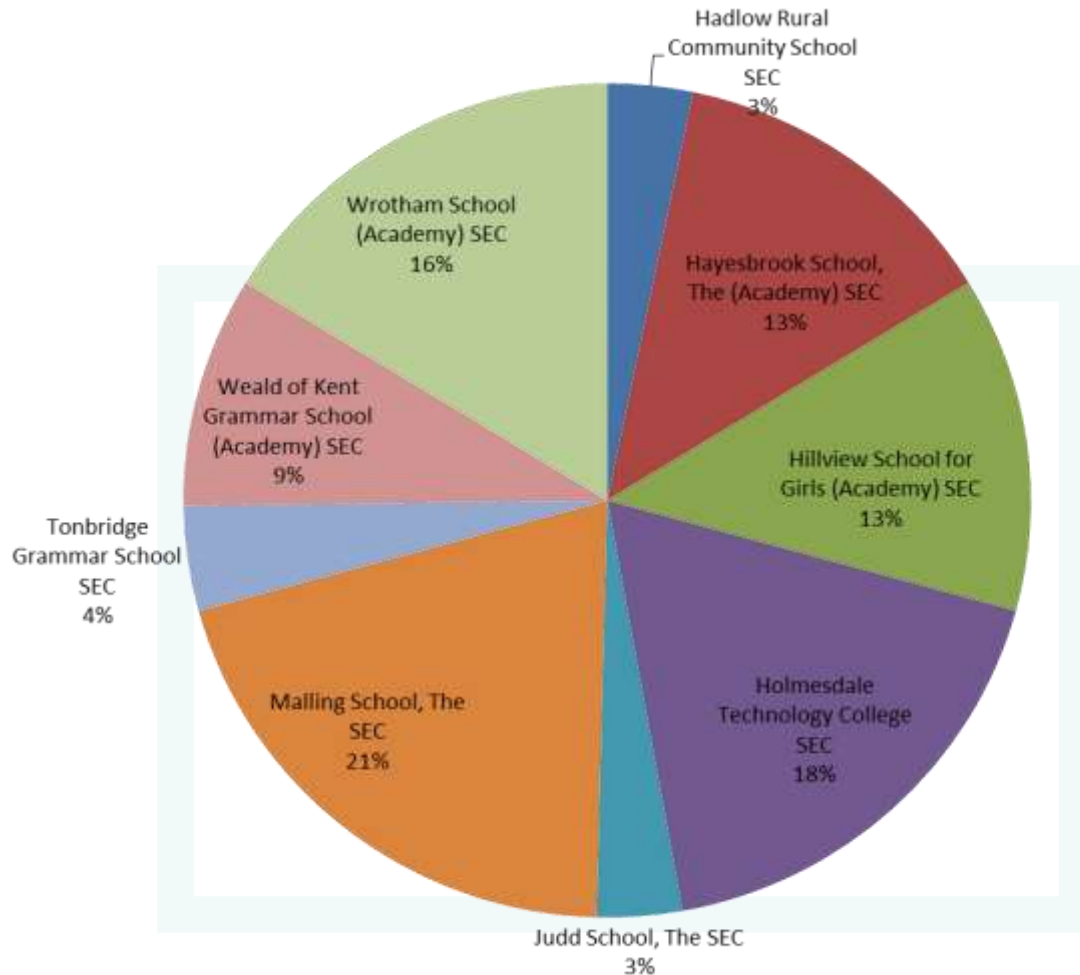
Kent Notifications

September to March 14/15

Total: 4146

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Tonbridge and Malling



123 Total Notifications

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

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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

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0-25 Area Head of Service	District	0-25 District Manager	Children's Centre	Youth Hub	County wide services
North Kent - Stuart Collins County Role: Health & Safeguarding stuart.collins@kent.gov.uk 0300041051k	Dartford	Tim O'Brien tim.o'brien@kent.gov.uk 03000413099	Faye Newman faye.newman@kent.gov.uk k 03000417922	Caroline McNally – Johnson caroline.mcnally-johnson@kent.gov.uk 03000414966	Youth Justice Carol Gibbs carol.gibbs@kent.gov.uk 03000411748 Inclusion and Attendance David Boyd david.boyd@kent.gov.uk 03000418532 Casework Manger Mark Ford mark.ford@kent.gov.uk 03000411746
	Gravesham	Sarah Gow sarah.gow@kent.gov.uk 03000418162	Rebecca Spencer Rebecca.Spencer@kent.gov.uk ov.uk 03000421655	Jodie Hamilton Jodie.Hamilton@kent.gov.uk uk 03000414749	
	Sevenoaks	Christine Kiely christine.kiely@kent.gov.uk uk 03000414270	Glare Ginn Clare.Ginn@kent.gov.uk 03000414336	Sarah Gaunt Sarah.Gaunt@kent.gov.uk 03000418155	
West Kent - Nick Fenton County Role: 0 – 5 years nick.fenton@kent.gov.uk 03000416084	Maidstone	Hema Birdi hema.birdi@kent.gov.uk 03000411407	Kareen McKeown Kareen.McKeown@kent.gov.uk ov.uk 03000414811	John Knight John.Knight@kent.gov.uk 03000412485	Youth Justice Sara Fletcher Sara.Fletcher@kent.gov.uk 03000411745 Inclusion and Attendance Cathy Edwards Catherine.Edwards@kent.gov.uk ov.uk 03000411958 Casework Manager Vacant
	Tonbridge & Malling	Karen Coffey karen.coffey@kent.gov.uk k 03000412523	Bethany Hodges Bethany.Hodges@kent.gov.uk v.uk 03000415215	Ellen Shaw Ellen.Shaw@kent.gov.uk 03000419507	
	Tunbridge Wells	Dan Bride dan.bride@kent.gov.uk 03000411732	Vacant	Eddie Walsh Eddie.Walsh@kent.gov.uk 03000418964	

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0-25 Area Head of Service	District	0-25 District Manager	Children's Centre	Youth Hub	County wide services
South Kent - Louise Fisher County Role: 5 – 11 years louise.fisher@kent.gov.uk 03000414791	Ashford	Helen Anderson helen.anderson@kent.gov.uk 03000410657	Ann Woodberry Ann.Woodberry@kent.gov.uk 03000418831	Jim Winter Jim.Winter@kent.gov.uk 03000414441	Youth Justice Katie Knight Katie.knight@kent.gov.uk 03000412269 Inclusion and Attendance Heidi McGee Heidi.McGee@kent.gov.uk 03000418689 Casework Manager Sarah Thornby sarah.thornby@kent.gov.uk 03000414836
	Shepway	Julia Easton julia.easton@kent.gov.uk 03000419073	Vacant	Sarah Rothwell sarah.rothwell@kent.gov.uk 03000414827	
	Dover	Bryony Khadaroo bryony.khadaroo@kent.gov.uk 01303256857	Leanne Watson Leanne.Watson@kent.gov.uk 03000414521	Erin Bell Erin.Bell@kent.gov.uk 03000418019	
East Kent - Nigel Baker County Role: Youth Offer (D of E, Youth Participation and Outdoor Education) nigel.baker@kent.gov.uk 03000415803	Canterbury	Rob Jobe rob.jobe@kent.gov.uk 03000414624	Alison Bounds Alison.Bounds@kent.gov.uk 03000417516	Dawn Ledingham dawn.ledingham@kent.gov.uk 03000411056	Youth Justice Pat Rouse pat.rouse@kent.gov.uk 03000411075 Inclusion and Attendance Melanie Higgins melanie.higgins@kent.gov.uk 03000418641 Casework Manager Mark Walsh (Canterbury and Swale) mark.walsh@kent.gov.uk 03000419385 Joanne Terry (Thanet) joeanne.terry@kent.gov.uk 03000414836
	Swale	Nick Moor nick.moor@kent.gov.uk 03000410863	Sam Higgins Sam.Higgins@kent.gov.uk 03000417860	Ben Rose Ben.Rose@kent.gov.uk 07717651469	
	Thanet	Sharon McLaughlin sharon.mclaughlin@kent.gov.uk 07824707374	Vicky O'Riordan Vicky.O'riordan@kent.gov.uk 03000415694	Justin Wanstall Justin.Wanstall@kent.gov.uk 03000419516	

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Emotional Wellbeing Strategy and New Health Needs Service

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Director for Early Help and Preventative Services
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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.

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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 :

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

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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

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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

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Director for Early Help and Preventative Services
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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

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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

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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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HeadStart Schools List

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

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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:

	Primary			Secondary
	Permanent Year R	Temporary Year R	Temporary Years 1-5	Temporary Year 7
Need identified in Plan	29.3FE	195 places	90 places	60 places
Places delivered (by May 2015)	18.7FE	309 places	90 places	30 places
Difference	-10.6FE	+114 places	0	-30 places

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%

Phase	Range	County
Year R	-1.4% to 6.3%	1.8% (over-forecast)
Primary (Yr R-6)	0.0% to 1.8%	0.8% (over-forecast)
Year 7	-12.5% to 3.5%	-0.3% (underforecast)
Secondary (Yr 7-11)	-3.9% to 1.1%	0.0%

Keith Abbott
Director for Planning and Access
June 2015



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

By 2016-17	By 2017-18	2018-19 and after
Primary 15.5FE permanent 275 Year R places	Primary 21.4FE permanent 130 Year R places	Primary 46.5FE permanent 30 Year R places
Secondary 13FE permanent	Secondary 7FE permanent	Secondary 60FE permanent 120 Year 7 places

Keith Abbott
Director for Planning and Access
June 2015



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

