



## HAF 2022 Local Authority Annual Report

The annual report provides you with the opportunity to give an overview of the HAF 022/23 Programme in your LA.

Your report should include:

- the overall funding you have spent on the HAF Programme

**£5,230,584.27**

- the proportion of the funding that was spent on administration and a breakdown of how this was spent

**£526,256.27**- this covered staffing costs for the HAF Programme team, network meetings and marketing.

- how many unique children you have reached in each holiday period

Easter 2022 **5246**

Summer 2022 **6818**

Christmas 2022 **4162**

- the proportion of primary age and secondary age children who have participated in your Programme

Primary age **89%**

Secondary age **11%**

- the number of children with Special Educational Needs and Disabilities (SEND) or additional needs who have participated in your Programme

Easter 2022 **961**

Summer 2022 **1541**

Christmas 2022 **675**

## Section 1 - LA details

LA Name	Kent
LA HAF Co-Ordinator	David Adams
External HAF Co-Ordinator details (if applicable)	Christina Howse
How did you market / promote your HAF Programme?	<p>The Holiday Activities and Food (HAF) Programme in Kent <a href="#">website</a> is live and we also have a HAF Programme Kent <a href="#">Facebook page</a>.</p> <p>EVouchers were issued by schools direct to eligible families through the Wonde “HolidayActivities” system.</p> <p>Families receive an EVoucher on the lead up to each holiday and through this they can search for HAF Programmes in their local area and request a place.</p> <p>On the lead up to summer 2022 we also posted an advert in the local publication of Primary Times</p> <p>Schools were written to on the lead up to each holiday to update them on the HAF Programme and how they can promote it with families and young people.</p> <p>For children and young people who have support from a Social Worker or Early Help Worker, they can be referred for the HAF Programme, through an internal referral system.</p>
Were there any challenges in delivering the Programme?	<p>The challenges we encountered during delivery of the programme in 2022 were:</p> <ul style="list-style-type: none"> <li>• developing and providing enough places for young people aged 11- 16 years, particularly the latter part of that age group</li> <li>• providing sufficient places for children with more severe and complex needs, with staff who were trained and experienced in providing the required care needed</li> <li>• developing and providing places for children in more rural areas.</li> </ul>
Who made up your steering group?	<ul style="list-style-type: none"> <li>• Kent County Council</li> </ul>

	<ul style="list-style-type: none"> <li>• Early Years &amp; Childcare Service, The Education People</li> <li>• Education Safeguarding, Kent County Council</li> <li>• Early Help and Preventative Services, Kent County Council</li> <li>• Schools</li> <li>• Voluntary service organisation</li> <li>• Out of School Club</li> <li>• Early years and childcare setting</li> </ul>
Did you receive any extra funding, support, resources, food, etc. If so, who from?	A number of individual HAF Programme Partners benefitted from donations from supermarkets, charities and volunteers. These included Waitrose, Tesco, The Co-op, The Volunteer Bureau and other charities.

## Section 2 – Highlights of 2022

Please share the highlights and success of the Programme you've delivered.	<p>May 2022</p> <ul style="list-style-type: none"> <li>• Celebration event for HAF Programme Partners who delivered in 2021, with presentations from HAF Programmes and keynote from James Hemsall OBE. The event was highly successful and was a good opportunity to celebrate achievements of the first year of the HAF Programme in Kent.</li> <li>• Network meeting for all HAF Programme Partners 10 May 2022- incredibly positive feedback from those who attended.</li> <li>• Promoted the extended eligibility criteria to social work and early help colleagues. Piloted an additional extended eligibility with a group of schools who are also HAF Programme Partners.</li> <li>• Flyers and fence banners sent to all schools to display.</li> <li>• Funded Emporium membership available for all HAF Programmes at a gold level.</li> </ul> <p>July 2022</p> <ul style="list-style-type: none"> <li>• Communicated with partners the availability of centrally funded enrichments, these include Bikeability, Crest Awards and Emporium membership.</li> <li>• Expanded the extended eligibility criteria (up to 15% of the HAF Programme budget) for children and young people. This includes children and young people who are working with a Social Worker or</li> </ul>
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Early Help Worker and those who have Refugee status.

- Working with the KCC Kickstart Programme to support the placement of Kickstart staff over the summer holidays.
- Kept HAF Programmes updated through regular newsletters.

#### September 2022

- Published the Kent HAF Programme Toolkit.
- 145 children were referred by Social Workers or Early Help Workers to the HAF Programme.
- 30 programmes took up the funded CREST Awards, requesting resources for 1961 children and young people.
- Audited by the Department for Education.

#### February 2023

- We made funding available for additional winter activities and food hampers, which some HAF Programmes applied for and delivered.
- 35 children were referred by a Social Worker or Early Help Worker to the HAF Programme, with 24 of these families booking a place on a programme.
- Consulted on and developed the new Stage 1 and 2 application process for 2023, making amendments and updates as required by the DfE.
- Opened 2023 Stage 1 and 2 applications.

#### April/May 23

- Education Safeguarding Service to carried out more in depth safeguarding audits with a selection 2023 Programme Partners.
- Developed web pages to reflect the updates required by the DfE.
- Reviewed Stage 1 and Stage 2 applications for Easter 2023 and approved delivery of 120 HAF Programmes.

	<ul style="list-style-type: none"> <li>Filming took place over 3 HAF Programmes and included interviews with staff, parents and children. This will be available in June 2023.</li> </ul>
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### Section 3 – Children and families feedback

Please provide any social media links, testimonials or feedback that you have received concerning your 2022 HAF Programme

<p><b>Feedback from Families</b></p> <ul style="list-style-type: none"> <li>Families have been so grateful that they have had the opportunity to send their children for 3-4 days, to be provided with a hot lunch as well getting plenty of activity outside as well as plenty of time on the Football Inflatables, which the kids absolutely love playing on.</li> <li>Mother of a boy of 7years old reported that it was the best HAF project he had taken part in. “My son liked that there were different activities to choose from and he liked the mix of young people taking part. He loved the horse riding, games, the woodland rambles and learning about woodland plants. He liked the staff too, they were friendly, relaxed, interesting and fun.”</li> <li>“Thank you very much for your email, and a fantastic week! I loved it, I have made some amazing new friends, and I know that my son thoroughly enjoyed it! With his diagnosis of ADHD, it has been difficult for him to make friends and join in, the team were all very kind. It was lovely to see him smiling and playing with others. We really really hope that this club continues, my son would love it, as would I and I put myself in for helping on further days in holidays moving forward. I think that it made a difference to many children”.</li> <li>“I can’t believe he’s stayed here! I thought you would call me after a few hours saying he had tried to run off and was too much trouble! He’s loved it!”</li> <li>“He has struggled for so long and now is finally finding out who he is and with the right people and the right medication it’s starting to show. I’m so proud of him! All credit to you. We’ve never found a place ever in his whole life he’s been to more than once as in holiday club wise. I’m so thankful to you for putting it on, it gives him purpose when normally he’d be struggling around the house not knowing what to do. Thank you.”</li> <li>“I just wanted to check in after attending my three yoga sessions with my daughter S***** at the school. The kids and teacher were really lovely and I was amazed how receptive and aware of yoga / mindfulness all the children were So, it was a pleasure coming to the session. Thanks for having me and inviting parents to something like this. I think some of the adult camp staff who came to support the sessions liked it as well!”</li> </ul>
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- “Thank you for your creation that’s brought so many together, you smashed it guys.” “S\*\*\*\*\* has had the best week!! Thank you for creating such an awesome club x” “You lot are the best people I’ve met in a very long time. L\*\*\*\* enjoyed it so much! Thank you all” “Thanks, D\*\*\*\* had a great time this week. So much hard work from all you guys thank you” “All the children were such a pleasure to hang around with. Made the whole experience fun and easy. Just the best way to start Christmas.” “Amazing experience for the boys! Thank you!” “Can't wait for the next one”.
- “It really helped me as a parent to have somewhere for my child to go on the run up to Christmas so that I could get things done! It’s always a really hard time of year, so thank you.” 15 / 17 “The amount you guys fit into a day is amazing! My son told me that he played games, made a reindeer, went to a Christmas Tree place and rode a train and played on a bouncy castle, had lunch, came back and played more games...all in one day! You must all be exhausted, but what you deliver is excellent.”
- “Celebrate days are the best days of my life”. (nine year old A\*\*\*\*) “My son absolutely loves coming to the camps. I’d be lost without this camp as it helps me so much in the holidays brilliant camp for kids. My two have been on multiple occasions and are always keen to return. Thank you”
- “A\*\*\*\*\* has had the best time at this camp, the other camps he has been too he didn’t like, or I would get a call to come get him”.
- “Z\*\*\* absolutely loves going to inclusive sport, he loves the supporters he gets to enjoy different activities on a daily basis. He absolutely loves it”.
- “T\*\*\*\*\* loves going to sports inclusive. He loves the people/supporters, he enjoys playing with new children. He loves going every time its available. “
- “J\*\*\*\* thoroughly enjoyed this camp, the staff were brilliant with him, he struggles with behaviour, but I had no reports or calls. There was a good range of activities, and he enjoyed the food”.
- “My daughter thoroughly enjoyed the four full days, she loved all activities and the socialisation with children whom she wouldn’t have met, having not attended these sessions. I would also like to add that this was her first experience attending a club outside of her school group, she was hesitant and nervous before arriving, but very quickly felt safe and comfortable in the environment that was created, this positive experience has given her a new sense of confidence”.
- “Going into our first Christmas after my children’s father my husband past, the holiday club has been so beneficial for my son to keep his mind busy and he's loved making new friends. The staff were all so lovely. This winter HAF Programme we reached out to schools and recruited internally for their teachers/TAs who work alongside children during term time. This was a real success across the Winter HAF and we will be continuing this further across 2023. Communication before, during and after each program has been something we have continued to develop”.

## Feedback from Programme Partners

- “As of a member of staff at a community and therapeutic riding stables I find that the HAF project is one of the most beneficial projects we run. We get to know the children well when they attend as a block of sessions, we see them relax and make friends and grow in self-confidence. We see them gain skills with the horse riding 13 / 15 and learn new knowledge about ponies and pony care. Learning how to look after a horse introduces many transferrable skills which can be used in everyday life. Gaining self-discipline by finishing tasks, putting tools and equipment away, keeping everything clean and tidy. Staying calm and considerate to others. Thinking of another’s wellbeing (the pony), ensuring food and drink is available and properly prepared, that the pony is happy and safe waiting on the stable yard or in a stable”.
- “A break for parents, knowing that their children were being well looked after and enjoying the activities”.
- “Feeling happier and more positive about themselves, with more confidence to try new things and meet new people”.
- WOW moment: “One of the children which attended the camp was non-verbal and mum had been particularly worried. Mum and Dad were extremely happy with the sensory opportunities we set up for their child and our ability to include him in our street dance workshops which he loved. Although he did not join in with the 14 / 15 choreography, he was able to with support enjoy the music and movement with the session and he was presented with a certificate for participation”.
- “One of the biggest benefits I can see from the scheme and the journey the scheme has made from the start is the growth in children’s confidence. Their communication skills have improved, their social skills also. They are not only around familiar faces of children from their school but new faces too. It is really lovely to see the impact of this scheme on the kids especially after everything with Covid”.
- “We have four boys in foster care who attend HAF and their carers always say they have been looking forward to it for months. Plenty of kids enjoy socialising and doing activities in the school holidays”
- “One parent told us how much their child enjoyed trying Judo for the first time and learning a new skill. He wanted to take it up as a sport and plans to try and find a local club.”
- “For Christmas 2022 not only did we fund delivery of the HAF Programme, we were also able to make funding available for additional activities (pantomimes, trips, visiting groups etc) and food hampers for each child. 52 HAF Programmes applied for the additional activity funding and 35 applied for the food hamper funding. We received some very positive feedback about each of these additional activities/ resources and particularly how welcomed 14 / 17 the food hampers were for Christmas”.
- “We have had parents who have said their child struggles in school environment, doesn’t make friends and is amazed that at the end of the day they can’t wait to

return and have had the best day, and even better have made friends! “My girls were really nervous to come on the first day, but they have absolutely loved it! They came home raving about all of the activities that they did and how nice everyone was. They couldn’t wait to go back the next day. Thank you so much.”

- “We have invested in training for staff around Special Educational Needs and Disabilities (SEND). One of the attendees who was with us for the first time over Christmas 2022 is from a family with two severely autistic siblings. Being able to come to us for the HAF project meant that not only was she able to have some respite from the challenges at home, but also meant that her parents were able to know that she was taking part in an activity that to her was a real treat”.
- “This attendee’s mum told us that not only was her daughter incredibly excited about coming, but that mum felt a massive sense of relief knowing that her daughter would do something she would enjoy over the holiday”.

## Section 4 – Providers list

<p>Please provide details of the providers you’ve worked with.</p>	<ul style="list-style-type: none"> <li>• Active Life Ltd</li> <li>• Alkham Valley Community Project and Therapeutic Riding Centre</li> <li>• Ashford BME Association</li> <li>• Aylesham Primary School</li> <li>• Barracudas</li> <li>• Baypoint BPS Management Ltd</li> <li>• Camp Beaumont</li> <li>• Canterbury Day Nursery</li> <li>• Celebration Church</li> <li>• Custom Food Lab</li> <li>• Deal Parochial C of E Primary School</li> <li>• Dover District Council</li> <li>• Dynamic Sports Coaching</li> <li>• Elite Community Coaching</li> <li>• Energy Kidz</li> <li>• Galaxy Trust</li> <li>• Harlequin Out of School Club</li> <li>• Hubbub</li> <li>• Hythe Bay Holiday Club</li> <li>• Inclusive Sport</li> <li>• Inspiring Learning</li> <li>• Jacqueline's Gems</li> <li>• Jumping Jacks Preschool</li> </ul>
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- Kench Hill Charity
- Kent Youth Service
- Kent Short Breaks
- Kent Integrated Children's Services
- Khickster Entertainment Ltd
- Kiddie Kapers Neighbourhood Nursery
- Kitchen Social and Cookery Club CIC
- Little Acorns Community Hub CIC
- Little Explorers
- Loose Primary School
- Makelunch - St Francis Church
- Mega Camps
- Next Thing Education Camps Ltd
- NSX Ltd Xplore
- Orchard Theatre
- Outdoor Learning Education, The Education People
- PACE
- Play 4 Ages
- Play n Grow Holiday Club
- Play Place
- Premier Education
- Primary Sports Giants
- Ramsgate Football Club
- RM Football Coaching
- Safer Communities Alliance
- Sammy Moore Coaching Ltd
- Sarah's Little Stars
- Seal CE Primary School
- Shepway Sports Trust
- Silvers
- Skill Horizons
- Snodland CE Primary School
- Southeast Kids Camps
- Sports Connect
- SportsCool Maidstone
- Starlings Support CIC
- Stones Community Trust
- Street Soccer
- Strengthening Minds
- Sunshine Preschool Margate
- SuperStar Sport DA
- Swale Community Leisure

	<ul style="list-style-type: none"> <li>• T W Tutors Ltd</li> <li>• Team Tasha Fitness</li> <li>• Teamtheme Kent</li> <li>• Tetita Childcare</li> <li>• The Creation Station Baypoint</li> <li>• The Folkestone Leas Lift (Leas Lift Lockout) CIC</li> <li>• The John Wallis Academy</li> <li>• The Rockstar Experience</li> <li>• Towers Tiny Tots</li> <li>• TS Coaching</li> <li>• Visionary Youth</li> <li>• West Borough Primary School</li> <li>• West Faversham Community Association</li> <li>• YMCA Maidstone</li> <li>• YMCA Thames Gateway</li> </ul>
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## Section 5 - Food

<p>In this section please share details on your food provision. For example; did you provide children and young people with at least one nutritious meal a day? Did you work in any partnerships to provide food? What were the children and young people's attitudes to the food you provided?</p>	<p>All HAF Programme Partners were required to provide at least one nutritious meal a day to the children attending, the preference for this was a hot meal. How this was delivered depended on facilities and staffing HAF Programmes had available. The food was provided through either an external caterer delivering food to the sites, HAF Programme staff preparing food on site, children being involved in preparation and serving or having a central location for preparation and food being delivered to different sites. Each HAF Programme detailed their approach to this element through their application and this was monitored through visits and the evaluation stage, following each holiday.</p> <p>A number of HAF Programmes recognised that offering a healthy breakfast and more snacks throughout the session was beneficial and over time, developed this into the timetable. This supported children who may not have been able to have breakfast prior to attending and in some cases family breakfasts were provided.</p> <p>Feedback from children was very positive to the food, with a flexible approach to providing variety and choice. Portion size and new food combinations were the areas that we received most feedback on.</p>
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## Section 6 – Enriching Activity

<p>How did your Programme provide opportunities for children and young people to develop and consolidate their skills and knowledge and try out new experiences? Was there a change in young people's characters / wellbeing and educational attainment?</p>	<p>HAF Programmes provided a number of varied and exciting enriching activities for children and young people. These were delivered through a combination of in-house delivery for Programme staff and through external companies visiting to provide sessions and activities that enhanced the Programme offer.</p> <p>Activities and experiences included:</p> <ul style="list-style-type: none"> <li>• sports activities</li> <li>• horse riding</li> <li>• music workshops</li> <li>• cooking activities</li> <li>• arts and crafts</li> <li>• theatre trips / visiting theatre groups</li> <li>• swimming</li> <li>• trips to indoor play / activity centres</li> <li>• drama workshops</li> <li>• visiting local areas</li> <li>• forest school activities</li> <li>• archery</li> <li>• sailing</li> <li>• family sessions - sharing experiences and learning.</li> </ul> <p>The feedback we received was very positive and Programme Partners worked hard to provide new and varied experiences for children. Through feedback from partners and families, we know that children benefitted from the experiences and the impact was that we see the same families returning repeatedly to the Programmes throughout the year.</p>
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## Section 7 – Physical Activity

<p>How did you ensure the physical activities you delivered were engaging and inclusive? Did you have any particular successes?</p>	<p>All HAF Programmes provided some physical activities and how these were delivered, were detailed within their application forms.</p> <p>Activities included:</p> <ul style="list-style-type: none"> <li>• team sports</li> </ul>
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	<ul style="list-style-type: none"> <li>• Clip N Climb</li> <li>• indoor activity centres</li> <li>• walks in the local area</li> <li>• orienteering</li> <li>• gymnastics</li> <li>• inflatable activities.</li> </ul> <p>All HAF Programmes are expected to be inclusive and make reasonable adjustments to meet the needs of all children. This meant looking at adaptations within activities and involving children and their families in planning and delivery of activities.</p> <p>We have a few Programmes who provide inclusive sports activities as part of their wider offer, and they were able to successfully incorporate their skills and experience into their HAF Programme and support the inclusion of children with Special Educational Needs and Disabilities (SEND).</p> <p>With these types of successful practices, we aim to incorporate them into the network meetings we organise for HAF Programmes throughout the year, this is to share the learning and build up a community of Programmes who can support each other with ideas and celebrate successes.</p>
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## Section 8 – Nutritional Education and the promotion of healthy living/lifestyles

<p>Did your Programme deliver activities to educate participants about nutrition.</p>	<p>All the HAF Programmes were expected to deliver activities to educate children and young people about nutrition. The ways in which these were delivered varied across the Programmes and included some of the following:</p> <ul style="list-style-type: none"> <li>• dedicated nutrition sessions with external companies</li> <li>• cooking activities that included discussions about nutrition and practical experiences, utilising physical activities to teach about health, wellbeing and nutrition</li> <li>• weblinks to information and activities, leaflets and information about recipes and healthy choices.</li> </ul>
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<p>Did you involve parents, carers and other family members in training and advice sessions on nutrition and eating a balanced diet? If yes how?</p>	<p>Families were involved in the HAF Programme in a number of ways and the level of activities available to them, varied across the county.</p> <p>Activities included:</p> <ul style="list-style-type: none"> <li>• receiving information and links to nutrition advice, healthy lifestyles and support networks</li> <li>• being invited into Programmes to share activities with their children</li> <li>• invited to a cooking activity and sharing a meal with their children</li> <li>• shared breakfast times with their children and Programme team members.</li> </ul> <p>Participation in these activities were impacted by work commitments and sometimes confidence to be part of larger activities. Programmes that ran successful activities feedback that they were a good opportunity to build a patronship with the families. In lots of cases activities started off on a small scale and grew as time went on as families became more aware of the opportunities and grew in confidence to take part.</p>
<p>Do the children you worked with now have a better understanding of nutrition and food budgeting? Did their attitudes change over the period of the Programme?</p>	<p>We hope that children and young people who attended the HAF Programme have a better understanding of healthy choices and nutrition and that where they have attended a Programme across the whole year, they have had more opportunity to be immersed in the activities and experiences and this will help them have a better understanding of how to develop and sustain a healthy lifestyle. Feedback tells us that children and young people enjoyed their experiences and wanted to go back to Programmes to meet with friends, have new experiences and re-visit activities they have enjoyed. We are planning to look at longer term impact of the different elements of the HAF Programme and how this has impacted on children and young people's attitudes and choices.</p>

## Section 9 – Special Educational Needs & Disabilities

<p>Did you offer provision for children with Special Educational Needs &amp;</p>	<p>All HAF Programmes are expected to provide an inclusive environment and experiences for all children and young people who wish to participate. We ask each Programme</p>
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<p>Disabilities? If yes, then can you share examples?</p>	<p>through the application process to detail, how this will be achieved.</p> <p>We provide online support and advice specifically for HAF Programmes, as to how they can ensure their Programme is inclusive. Also available is a Special Educational Needs and Disabilities (SEND) reflection tool and resources to share with families, which we feel will support all Programmes to reflect on their current practice and make positive changes to meet the needs of children and young people. The HAF Programme toolkit includes a range of tools and support that Programmes can use.</p> <p>We recognise an area for development is to ensure there are sufficient places available for children with more severe and complex needs and we are currently exploring the level of funding we can make available to support access for these children and young people.</p>
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## Section 10 – Signposting & Referrals

<p>How did you provide participants and their families with information, signposting or referrals to other services and support?</p>	<p>All HAF Programmes are expected to research the organisations and agencies in their area that are available to support families and provide this information to them.</p> <p>Some Programmes use their websites to provide details about local referral and support services, some give out written information, some have a central place in the Programme where information is stored and send out information by email as part of their welcome information.</p>
<p>Which services did you sign post?</p>	<p>These have included (but not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• district councils</li> <li>• health services</li> <li>• safeguarding</li> <li>• wellbeing and mental health services</li> <li>• citizen’s advice</li> <li>• food banks</li> <li>• housing advice</li> <li>• domestic violence advice.</li> </ul>

## Section 11 – HAF Programme 2023/24

<p>Plans for you 2023/24 HAF Programme</p>	<ul style="list-style-type: none"><li>• To increase number of places for young people aged 11 – 16 years.</li><li>• To increase number of places and opportunities for children with Special Educational Needs and Disabilities (SEND).</li><li>• To increase HAF Programme provision in rural areas/ or increase accessibility for children/young people in rural areas.</li><li>• To continue to raise awareness of the HAF Programme to schools, families and colleagues.</li><li>• Increase marketing and promotion strategies, with a particular focus on impact.</li><li>• Continue to ensure funding is directed at delivery of Programmes and supporting children and young people’s attendance at a HAF Programme.</li></ul>
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