

Extended Services in and around schools

Special Schools Action Plan

2009-2010

The Special Schools Community and School Cluster Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on in Special Schools over the next 12 months to schools and partners. The objectives within the plan address the needs of the local community, support all schools in providing access to the full core offer of services and, most importantly, support all children and young people to achieve positive outcomes. This action plan builds on meetings with Special Schools and partner agencies and will continue to evolve to ensure we effectively narrow the gap in outcomes for specific groups of children and young people and improve the quality of life of every child's/young person's learning and achievement journey through early years settings, schools and colleges.

The content within this plan is building on a structured planning process that started in June 2007. Over the past two terms each schools has been visited by their Extended Services Co-ordinator. These visits involved updating the data held on schools' progress towards providing access to the full core offer as well as discussing actions for future developments. These discussions have been added to the statistical information gathered on each Community and School Cluster and form the basis of this plan.

The plan also includes actions that build on local and national good practice, partnership working and supporting schools and/or the local authority to meet their statutory duties. All the financial costs identified next to projects are indicative at this stage and based on this financial year; more detailed costs will be clarified as project proposals develop. The approval process for this release of funding is outlined over the page.

Each action plan has been separated into the different elements of the core offer. A sixth and general section has also been added to include the projects that underpin the development of extended services or span all five elements. It is expected that all of the actions within the plan will contribute towards the achievement levels of children and young people and narrowing the gap.

The action plan will be formally reviewed on a regular basis. However, the plans will remain flexible to enable the Extended Services Team to harness new innovative ideas and projects which will continue meeting the needs of Children and Young People in Worcestershire. Schools and partners will be kept informed of progress via the Extended Services Newsletter and by regular monitoring reports.

All the plans, supportive information and progress reports will be published on www.worcestershire.gov.uk/extendedschools or www.edulink.networcs.net.

Contents – List of actions

Section	Action number	Page Number	Actions
Childcare	1.1	5	Work with partner agencies to support schools to develop sustainable breakfast clubs and after school clubs (where appropriate and where a need has been established)
	1.2	5	Work with schools to help deliver specialist holiday childcare on school sites (where appropriate and a need has been established). Work with EYCS Inclusion team and other partners to explore funding
Varied Menu of Activities	2.1	6	Identify credible solutions to transport issues that prevent C&YP accessing after school clubs at their schools as a result of consultation with parents and through Aiming High questionnaires
	2.2	6	Work with Special Schools and Children's Centres to enable parents and families to access children centres equipment and facilities during the school holidays, in their local area
	2.3	6	Develop inclusive after school clubs – clubs open to children who attend mainstream schools
	2.4	6	Support the implementation of the Arts Extend Project in Chadsgrove School
	2.5	6	Implement the Positive Opportunities Worcestershire (POW) project across Special schools
Parenting Support	3.1	7	Support all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies
	3.2	7	Support Blakebrook and Pitcheroak School to offer family learning taster sessions
	3.3	7	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents
	3.4	7	Work with schools to support ways to engage with parents who often live some distance from school. Look at the development of virtual notice boards, texting at Blakebrook, Fort Royal Community Primary School and Pitcheroak School
	3.5	7	Support Blakebrook School to develop children and dads support groups in response to identified need
	3.6	7	Work with schools and agencies to develop whole family activities as identified through consultation with parents and through Aiming High questionnaires
	3.7	7	Work with other ESCO's to develop procedures to enable specific SEN information to be distributed to parents of children with statements attending mainstream schools
	3.8	7	Work with schools to engage parents regarding the Extended Schools agenda through parental drop ins Fort Royal Community Primary School
	3.9	7	Look at developing specialist baby and toddler groups in schools and children centres
	3.10	7	Look at developing a programme to support parents with buying and using specialist equipment and toys <ul style="list-style-type: none"> - Toy libraries - Try before you buy - Play workshops
Early Identification and Support	4.1	8	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project
	4.2	8	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan. Worker support children and young people to access mainstream activities in their local area
Community Access	5.1	8	Support schools to allow families to access playground facilities during weekends and holidays through the Extended Services Capital Programme
	5.2	8	Enable parents and families to access school facilities and equipment (hydrotherapy, sensory) during the holidays

Process for developing and approving projects

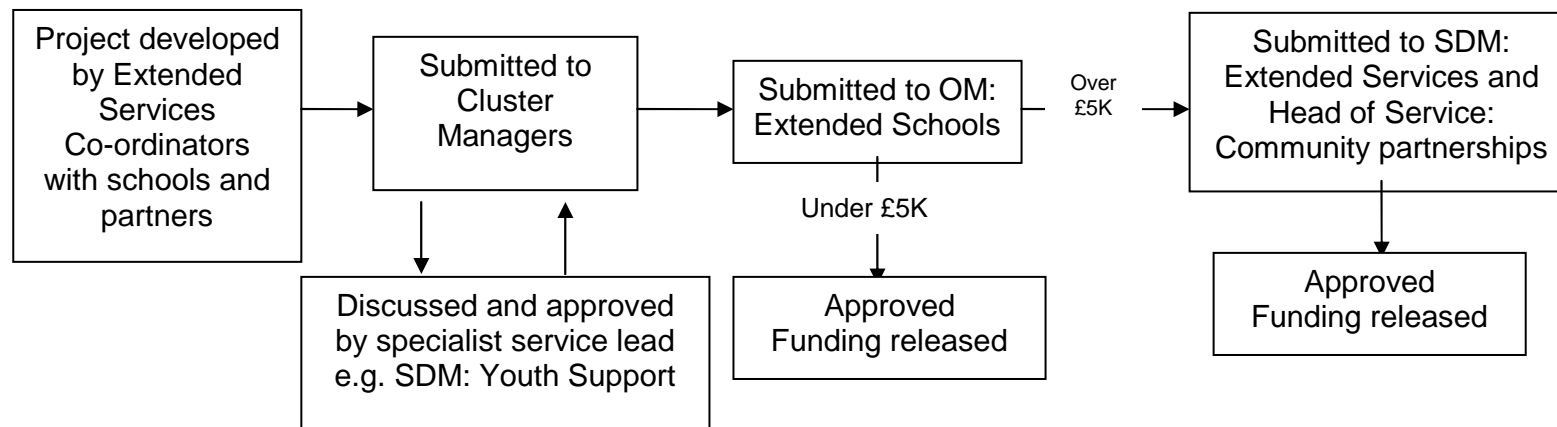
These guiding principles will be used across the Extended Services Team for the following reasons:

- Prioritising workload of team members
- Allocating financial resources to local areas

All projects / areas of work are expected to meet the first four principles for funding to be released. Priority will then be given to those that projects / areas of work that meet a number of other principles

1. **Core Offer:** Projects / areas of work must directly support schools in providing access to the core offer
2. **Meeting need:** Projects / areas of work must directly support school improvement and / or support wider community needs
3. **Partnership working:** Projects / areas of work must be based on groups of schools and / or partners working together
4. **Sustainability:** Projects / areas of work should clearly demonstrate how they intend to continue after the funding period
5. **Additionality / Capacity building:** Projects / areas of work should work towards increasing the range, availability and quality of services
6. **Involvement:** Projects / areas of work should demonstrate that the “target audience” (e.g. parents / vulnerable young people) are fully involved in the design and delivery of services
7. **Community Cohesion:** Project / areas of work should be fully inclusive, promote equity of access and support schools in promoting community cohesion
8. **Narrowing the gap:** Projects / areas of work should clearly demonstrate how they contribute towards narrowing the achievement gap

If projects / areas of work meet the following principles the flow chart below demonstrates the approval process for releasing funding



If funding is used to appoint County Council Staff, which includes staff based within schools, Children’s Services Leadership Team will sign an official approval form.

Extended Services Financial Resources for Special Schools

Each Cluster will receive an allocation of funding to enable schools and partners to work together to respond to changing needs. The amount devolved down to Clusters is decided after deducting all known expenditure (e.g. Early Intervention Family Support Project) from the total amount received from central government. This figure is £200,000. A formula is then applied to allocate an indicative amount to each Cluster.

The indicative amount allocated to each Cluster is meant to be used as a guideline only and should be allocated in accordance to the guiding principles on page 3. This will ensure focus remains on meeting local need and building on existing practice rather than spending resources. It will also allow some flexibility for projects to evolve over the course of the year. Any expenditure of this funding will be documented within this plan.

Countywide actions

One expectation from central government is the extended services funding is used to support co-ordination costs. Within Worcestershire we have aimed to keep these costs to a minimum whilst still offering a valuable service. (The ESCo team including Managers and on costs, travel and phone equals £738K or £3,103 per school). Other than implement the actions outlined within this plan, the ESCOs are responsible for carrying out the following tasks

- Maintain information on each school in relation to progress on providing access to the full core offer
- Develop and deliver the extended services actions plans in partnership with schools and providers and in accordance to local need
- Facilitate briefing sessions for governors
- Produce case studies, newsletter articles, press releases on extended services developments across Worcestershire
- Support individual parent councils or forums
- Support the roll out of the SHARE family learning programme
- Promote Plug & Play within schools
- Support those schools who are piloting the Leading Parent Partnership Award (LPPA)
- Support schools to promote community cohesion through the facilitation of local networks
- Be an advocate for all elements of the core offer including CAF and the Early Intervention Budget.

Other countywide areas of work that are funded from extended services that aren't included in this plan are included below. These areas amount to £200,000.

- Parent Engagement
- Community Cohesion – relationship with iCoCo
- Development of play
- Early Intervention Budget.

General actions

This section of the plan outlines those actions that underpin the development of extended services or span all five elements. These actions are a direct result of priorities identified across the county through the Community and School Cluster planning process. The actions also build upon knowledge of existing gaps in provision in relation to the Extended Services Core Offer.

The resources within this section reflect individual Cluster allocations (i.e. specific to Special Schools)

Childcare

Giving children a good start in the crucial early years, supporting working parents to the benefit of the whole family

Primary schools should provide access to high-quality childcare, 8am–6pm, five days a week, 48 weeks a year, based on community need. Secondary schools do not need to provide formal childcare – although some choose to do so – but their activity programmes before and after school need to provide a safe, supervised place to be.

	Action	Baseline	Outcome
1.1	Work with partner agencies to support schools to develop sustainable breakfast clubs and after school clubs (where appropriate and where a need has been established)	<ul style="list-style-type: none"> Results of parent consultation (to be added) e.g. % of parents registering a need for childcare 	<ul style="list-style-type: none"> Parents needs have been met Clubs are sustainable
1.2	Work with schools to help deliver specialist holiday childcare on school sites (where appropriate and a need has been established). Work with EYCS Inclusion team and other partners to explore funding	<ul style="list-style-type: none"> Results of parent consultation (to be added) e.g. % of parents registering a need for childcare 	<ul style="list-style-type: none"> Increase in the number of schools providing holiday childcare Positive feedback from parents and children

Varied menu of activities including study support and play

Giving children a choice of opportunities to enjoy and excel at outside the classroom

Schools should offer access to a varied menu of study support activities, including:

- 'Catch up' and 'stretch' activities; homework clubs
- Arts activities, eg. dance, drama, arts and crafts
- Sports activities (at least two hours a week for those who want it)
- Other recreational activities, eg. special-interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries

	Action	Baseline	Outcome
2.1	Identify credible solutions to transport issues that prevent C&YP accessing after school clubs at their schools as a result of consultation with parents and through Aiming High questionnaires	Results of parental consultation (to be added)	Identify possible solutions
2.2	Work with Special Schools and Children's Centres to enable parents and families to access children centres equipment and facilities during the school holidays, in their local area	Number of families accessing equipment (to be collected)	<ul style="list-style-type: none"> • Increase in the number of families accessing facilities at children's centres • Positive feedback from families
2.3	Develop inclusive after school clubs – clubs open to children who attend mainstream schools	Number of schools already offering inclusive clubs (to be collected)	<ul style="list-style-type: none"> • Increase in the number of clubs open to other children/siblings • Positive feedback from children/young people
2.4	Support the implementation of the Arts Extend Project in Chads Grove School	To be collected at the start of the project following the consultation phase	Arts are embedded into extended services
2.5	Implement the Positive Opportunities Worcestershire (POW) project across Special schools	POW funding currently not available in most Special Schools	60% of target group accessing POW funding

Parenting support

Helping parents engage with their children's learning by offering support where needed

Schools should provide access to support for parents, including relevant information on services, information around transition, signposting to services, parenting groups and family learning sessions.

	Action	Baseline	Outcome
3.1	Support all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies	5 PIPs in place	<ul style="list-style-type: none"> All schools have PIPs where appropriate Parents feel better informed
3.2	Support Blakebrook and Pitcheroak School to offer family learning taster sessions	Current levels of parent engagement or take up of family learning opportunities (to be collected)	Improved parental engagement or progression onto formal family learning depending on identified needs of school
3.3	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents	Zero parenting programmes available (to be confirmed)	<ul style="list-style-type: none"> Increase number of EBPs Positive feedback from parents
3.4	Work with schools to support ways to engage with parents who often live some distance from school. Look at the development of virtual notice boards, texting at Blakebrook, Fort Royal Community Primary School and Pitcheroak School	Number of schools with websites with parent zones (to be collected)	<ul style="list-style-type: none"> Schools have parent notice boards on their school websites Parents feel better informed and more involved
3.5	Support Blakebrook School to develop children and dads support groups in response to identified need	Results of parental consultation (to be collected)	<ul style="list-style-type: none"> Group established Positive feedback from children and dads
3.6	Work with schools and agencies to develop whole family activities as identified through consultation with parents and through Aiming High questionnaires	Results of parental consultation (to be collected)	<ul style="list-style-type: none"> Activities developed for families Positive feedback from families
3.7	Work with other ESCO's to develop procedures to enable specific SEN information to be distributed to parents of children with statements attending mainstream schools	Zero procedures in place within ES team	<ul style="list-style-type: none"> Procedures established Parents better informed
3.8	Work with schools to engage parents regarding the Extended Schools agenda through parental drop ins - Fort Royal Community Primary School	One school has parental drop in	<ul style="list-style-type: none"> Increase number of schools with a drop in Parents feel better informed and involved
3.9	Look at developing specialist baby and toddler groups in schools and children centres	Results of parental consultation (to be collected)	<ul style="list-style-type: none"> Increase number of baby and toddler groups available Positive feedback from parents
3.10	Look at developing a programme to support parents with buying and using specialist equipment and toys - Toy libraries - Try before you buy - Play workshops	Zero schemes established	<ul style="list-style-type: none"> Schemes established Parents feel better informed about choices

Identification and Support

Working in partnership to ensure the well-being of all children

Early identification and support begins with preventative work to ensure the health and well-being of all pupils. For children with additional needs, schools should work closely with multi-agency or locality teams developed under the children's trust arrangements to ensure that these are identified and supported in school as early as possible. In more serious cases, the child or young person will need to be referred to services outside the school. In those cases, effective early identification and support arrangements will ensure timely and accurate assessment, referral and intervention, and good links between the child, family, school and the service providers concerned.

	Action	Baseline	Outcome
4.1	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project	Number of families that currently accessing service (to be collected)	<ul style="list-style-type: none"> • Increased number of families benefiting from EIFS • Positive feedback from families
4.2	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan. Worker support children and young people to access mainstream activities in their local area	Current levels of targeted activities/projects (to be collected)	<ul style="list-style-type: none"> • Increased number of activities/projects available • No of C&YP accessing mainstream services

Community access

Opening the doors to the community

Schools ensure they provide community access to appropriate facilities, such as ICT suites, sports and arts facilities, and also to adult learning in accordance to local need and demand.

	Action	Baseline	Outcome
5.1	Support schools to allow families to access playground facilities during weekends and holidays through the Extended Services Capital Programme	Current community facilities available on school sites	<ul style="list-style-type: none"> • Number of playgrounds open to families increased • Positive feedback from families
5.2	Enable parents and families to access school facilities and equipment (hydrotherapy, sensory) during the holidays	Number of schools already offering community access (to be collected)	<ul style="list-style-type: none"> • Increase in the number of Special schools open to families during the holidays • Positive feedback from families