

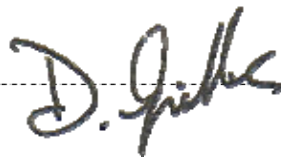
# HELLESDON HIGH SCHOOL

## EXTENDED SCHOOLS POLICY

Policy Reference:	PJ10	Review Frequency:	Three yearly
Issue Number:	01	Next Review Date:	November 2013
Author:	Peter Jones		

Ratified by the Governors' Policy Review Committee on: 13 December 2010

Signed: \_\_\_\_\_



Chair

---

### Our Vision

An extended school is one *that "provides a range of facilities, services and activities, usually beyond the school day, to help meet the needs of children, their families and the wider community"* (DfES Prospectus 2005). An extended school is one where the students are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Hellesdon High School believes that extended services contribute to tackling under achievement and transforming the lives of the most vulnerable students and their families.

Extended Services will benefit students in the following ways:

- Supporting improvements in standards
- Enabling children to have fun and develop new skills
- Enhancing support for vulnerable children
- Encouraging parental involvement in children's learning
- making better use of facilities by opening them up to the community
- providing better help to address children's wider needs

### The provision of extended services at Hellesdon High School

#### *The school curriculum*

- Hellesdon High School provides a varied menu of activities such as homework clubs, sports, study support and music tuition, educational trips, summer school, revision clubs and the organisation of an annual Activities Week.

#### *The parents and the wider community*

- The School offers parenting support classes, language classes for English as an Additional Language (EAL) parents and organises educational trips for parents and children.

- The School ensures swift and easy referral to a wide range of specialist support services such as funding for disadvantaged children.
- It has opened its facilities to the wider community and offers access to a range of activities such as ICT, sports and adult learning.

### **Our aims**

- To enrich and develop the services the School offers to the most disadvantaged children and their families in order to influence their life chances and lift them out of poverty
- To motivate all students to achieve and improve their engagement in learning through participation in varied academic and recreational activities
- To work effectively in partnership with other agencies for the benefit of students, their families and their wider community
- To provide specialist services for children and their families including those with emotional, behavioural and health needs
- To ensure that parents are engaged and have access to appropriate support if they need it
- To build on the School's adult learning programmes and offer a wider range of activities in order to meet the varied needs of different groups in the community
- To continue developing the School's grounds into a valuable community resource

### **Funding**

Activities deemed for the educational benefit of the School's registered students are funded from the School's budget share. Separate accounts are held for community activities which are self-financing.

### **Roles and Responsibilities**

*The Governing Body are responsible for:*

- The strategic oversight of the School's extended services and how it promotes teaching and learning outcomes within the School
- Contributing to the development of extended services by bringing their expertise and community links to the consultation process

*A designated member of the Leadership Team is responsible for:*

- Overseeing the provision of extended services, reviewing their effectiveness and appeal to students and the wider community, line managing the Extended Schools Co-ordinator and producing an annual evaluation of the School's extended services programme
- Liaising with feeder schools in developing appropriate extended services for the children in the wider community

*The Extended Schools Co-ordinator is responsible for:*

- Involving students, parents and the wider community in a consultation process in order to ensure the ongoing sustainability of services offered by the School and identifying the need for the development of further services.
- Shaping the form services take and identifying the sort of resources, time, people and funding that will be necessary to set up and provide activities.
- Ensuring that all services offered comply with Health and Safety regulations
- Publicising the School's extended services and developing an effective communications strategy in order to reach out to different groups of students and their families
- To work closely with the feeder schools in order to organise appropriate activities and events involving students and their families

## **Inclusion**

Schools offering extended services to the wider community will also be covered by Part 3 of the Disability Discrimination Act 1995, which relates to the avoidance of discrimination in relation to access to goods and services. From 2004, the part 3 duties have included a requirement for schools to take reasonable steps to make changes to the physical features of school premises in areas to which members of the community, including parents with disabilities, have access and that make it unreasonably difficult for people with disability to use a service.

## **Policies linked with this policy**

1. Equality Policy
2. Study Support Policy
3. Community Cohesion Statement

## **References**

1. **Extended Schools: Building on Experience, Every Child Matters, DCSF Publications, 2007.**
2. **Extending Learning Opportunities: A framework for Self-Evaluation in Study Support, DCSF, 2009**