



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Wednesday 9th June 2010, at 1.00 pm

Ask for: **Theresa Grayell/
Gaetano Romagnuolo**
Telephone **(01622) 694277/694292**

**Wantsum Room, Sessions House, County Hall,
Maidstone**

Tea/Coffee will be available 15 minutes before the start of the meeting, in the meeting room

Membership

Mr R B Burgess (Chairman), Mrs A D Allen, Mr A R Chell, Mrs J Law, Mr R J Parry, Mr K Pugh, Mr K Smith and Mr M J Vye

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1.00 - 1.45 pm Interview with **Richard Young**, Young Persons' Sports Academy
(Pages 1 - 6)

2.00 - 2.45 pm Interview with **Paul Myers**, Parent Governor (Pages 7 - 10)

3.00 - 3.45 pm Interview with **Jack Keeler**, Kent Governors' Association, and
Einir Roberts, Governor (Pages 11 - 14)

Two additional briefing documents are attached as background reading for today's session (Pages 15 - 38)

- 'How Well are they Doing?: the impact of Children's Centres and Extended Services
- 'Transforming Lives': Special Schools and Extended Services

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Tuesday, 1 June 2010

EXTENDED SERVICES SELECT COMMITTEE

Hearing 5

Wednesday 9th June 2010

Richard Young, Young Persons' Sports Academy

Biography

Richard Young currently runs a sports coaching company, to support school sports, in partnership with the Kent Extended Service. Formerly a Head of PE, educated to Masters Level in Sports Management, Richard has also worked as an Educational Consultant in the Middle East. Work here involved training Arabic teachers to use UK Curriculum materials and set up resource centres with the British Council Centres across the Arabian Gulf. The largest project was the roll out of a country wide UK Reading Scheme in the Kingdom of Bahrain.

Experienced and qualified in a number of sports, Richard has developed his business to include eight coaches, and runs the business with a former Advisory Service Kent officer.

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Richard Young, Young Persons' Sports Academy

Additional Information

The Young Persons' Sport Academy (YPSA) seeks to support school sports as an extended service, through pre-, during and post-school activities. With two staff members professionally qualified (QTS), Planning, Preparation and Assessment (PPA) time can also be covered. YPSA hires staff with a broad range of sporting experience and qualification in order to offer a wide range of sports or sports based activities. Some of the staff have also completed the Sports Leaders course enabling them to appreciate sport in the wider community. YPSA maintains close links with Local Government to keep up to date with the latest Education Legislation and basis sporting programmes to aid implementation, such as the five hour sporting activity pledge.

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EXTENDED SERVICES SELECT COMMITTEE

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Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Richard Young, Young Persons' Sports Academy

1. Please introduce yourself and outline the responsibilities that your post involves.
2. What is the Young Persons' Sports Academy? Please outline the extended services that the Young Persons' Sports Academy offers, and the ways these services are structured, commissioned and delivered.
3. What type of working relationship exists between the Young Persons' Sports Academy and Kent County Council? In what ways would you like to see this relationship develop into the future? In what ways – if any – can collaboration and partnership working between all organisations involved in providing extended services in the County be improved?
4. In your experience, what are the main benefits resulting from the provision of extended services?
5. What are the main challenges for your company – if any - when providing extended services?
6. In your opinion, in what ways can these challenges be resolved?
7. In what ways, if any, may the reduction of Government funding for Extended Services in future years, and the possible shrinking of the Extended Services Team, affect the provision of extended services?
8. In your view, what extended services activities have the greatest impact and benefit for the community, and what programmes are most likely to be sustainable in the future?

9. In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?
10. In your view, in what ways, if any, can Kent County Council, schools and external partners, improve the general provision of extended services?
11. Are there any issues or questions in relation to extended services that you would like to raise with the Select Committee?

EXTENDED SERVICES SELECT COMMITTEE

Hearing 5

Wednesday 9th June 2010

Paul Myers, Chair of the Teaching and Learning Committee, Valence School, Westerham

Biography

Paul Myers is a solicitor formerly engaged in local government and latterly in the commercial sector as the Commercial Lawyer to the John Lewis Partnership. As a single parent, Paul left full time employment to be the main carer for his son, who has cerebral palsy and is profoundly physically disabled. At the same time, Paul offers his services as a consultant both to the Partnership and others in his specialist areas of computer law and e-commerce. As a result of his son's disability, Paul also advises on Disability Discrimination Act issues and represents parents/carers of children with special needs on matters such as special education and school provision.

Paul has been a school parent governor since 1996, both as a Chair of Governors at his son's first special school in the Royal Borough of Kingston, and presently as the Chair of the Teaching and Learning Committee at his son's present special school, Valence School in Westerham. Paul is also a parent governor representative on Kent County Council's Children Families and Education Policy and Scrutiny Committees, and has recently been invited to sit on an Informal Member Group reviewing SEN transport. As a passionate advocate of the value and continuance of special schools, Paul was the lead governor in driving forward Valence's successful application to become a Sports College, and now sits on the Valence Sports College Steering Group, that is responsible for the implementation and oversight of the various initiatives and opportunities gained as a result of the school's Sports College status.

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Themes and Questions

Paul Myers, Chair of the Teaching and Learning Committee, Valence School, Westerham

1. Please introduce yourself and describe the roles and responsibilities that your position as School Parent Governor involves.
2. Please outline the extended services that Valence School – in which you are the Chair of the Teaching and Learning Committee - offers to its pupils and to the local community.
3. In your experience, what are the benefits - if any - that extended services bring about to pupils and to the local community?
4. What are the main challenges for Valence School, and for schools in general, when providing extended services to pupils and to the local community?
5. Has the School experienced any particular problems with regard to the safeguarding of its pupils and with regard to security?
6. What are the main challenges for students with special educational needs in accessing extended services?
7. In your opinion, in what ways can all these challenges be overcome?
8. Please describe your experience of the “Swift and Easy Access” element of the Extended Services core offer, when providing support for children and young people who have additional needs?
9. In what ways, if any, may the reduction of Government funding for Extended Services in future years affect the extended services Valence School provides?

10. In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?
11. In your view, in what ways, if any, can collaboration between Kent County Council, schools and external partners, such as those in the voluntary and private sector, be made more effective when providing Extended Services?
12. Are there any issues or questions in relation to extended services that you would like to raise with the Select Committee?

EXTENDED SERVICES SELECT COMMITTEE

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Wednesday 9th June 2010

Jack Keeler, Chair of The Kent Governors Association and Chair of Governors at Headcorn Primary School, Ashford

Jack Keeler is currently the Chair of Governors at Headcorn Primary School and an additional governor appointed by Members of the Local Authority. As an additional governor Jack has served on other governing bodies at the request of the Education Directorate of Kent County Council.

Jack is the Chair of The Kent Governors Association. He also represents Kent Governors at National level.

Having been a Governor for the past 22 years, Jack has witnessed several changes and initiatives being introduced and performed under the control of a number of Education Directors.

Einir Roberts, Chair of Governors at Harrietsham Primary School, Maidstone

Einir Roberts has been a School Governor for the last 10 years, and has been Chair of Governors at Harrietsham Primary School (near Maidstone) since 2001. From May 2009 until April 2010 Einir was also the Local Authority Additional Governor (Chair) at Sutton Valence Primary School (Maidstone).

In 2008 Einir won the DCSF Award for Governor of the year (National Teaching Awards); in 2009 she was awarded the National Teaching Awards Regional Judge "DCSF Award of Governor of the Year" in the South East Region; in 2010 she was awarded the National Teaching Awards Regional Judge "DCSF Award of Governor of the Year" in London and the South East Region.

Einir has been employed as a Finance Officer at Ospringe CE Primary School since 2008.

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Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Jack Keeler, Chair of The Kent Governors Association and Chair of Governors at Headcorn Primary School, Ashford, and Einir Roberts, Chair of Governors at Harrietsham Primary School, Maidstone

1. Please introduce yourselves and describe the roles and responsibilities that your positions involve.
2. Please outline the extended services that Headcorn Primary School and Harrietsham Primary School – in which you are Chairs of Governors respectively - offer to their pupils and to the local community.
3. In your view, who benefits the most from the provision extended services? Are there any particular groups of pupils and of Kent residents who find it more difficult to access extended services? If so, why?
4. In your experience, are extended services closing the ‘attainment gap’ between the levels of achievement of children growing up in disadvantaged circumstances and those of their better-off peers?
5. What are the main challenges for Headcorn Primary School and for Harrietsham Primary School when providing extended services to pupils and to the local community (for example, with regard to staffing, signposting, finance, health and safety, transport and safeguarding)?
6. In your opinion, in what ways can these challenges be overcome?
7. To what extent, in your view, does the new Ofsted inspection framework provide levers for the promotion and provision of extended services by schools?
8. What role can school governors play, and what difference can they make, in promoting the provision of extended services in schools? In what ways can school governors enhance their understanding extended services?

9. Should schools be encouraged to develop and gain extended services accreditation? If so, why? What type of accreditation would you advise schools to gain?
10. How well is Kent's provision of extended services regarded on a national level? In what ways, if any, may the reduction of Government funding for Extended Services in future years, and the reduction of staff in the Extended Services Team of Kent County Council, affect the quality of extended services provision in the County?
11. In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?
12. To what extent can partnership working between geographically close schools improve the extended services these schools can offer to the local community?
13. In your view, in what ways, if any, can collaboration between Kent County Council, schools and external partners, such as those in the voluntary and private sector, be made more effective when providing Extended Services?
14. Are there any issues or questions in relation to extended services that you would like to raise with the Select Committee?

Extended Services Select Committee

How Well Are They Doing? The Impact of Children's Centres and Extended Schools (Ofsted, January 2008)

Summary

The survey evaluated the impact of services provided by extended schools and Sure Start children's centres on children and young people from birth to 19 and on their families. It followed an earlier evaluation of the national roll-out of extended services.

The survey was conducted between September 2006 and April 2007. Inspectors visited 30 children's centres and 32 schools in 54 local authorities that had established, or were developing, extended services. Inspectors evaluated the effect of services on promoting the outcomes of the Every Child Matters agenda, including the impact of services on the development of young children.

They sought evidence particularly of the impact of services on vulnerable groups. They also assessed how far the schools and children's centres were meeting their respective 'core offers' that comprised a range of services.

Over three quarters of the children's centres inspected provided good or better services. All the centres integrated early education and childcare very effectively. Of the 32 schools inspected, 13 were providing their core offer in full, and the others were making good progress towards it. Almost all of them provided a varied menu of activities out of school hours which children and young people enjoyed and which motivated them to develop new skills and interests. The majority of the schools, however, found it difficult to provide year-round care or to support families in finding such provision.

In 23 of the 30 children's centres, children's progress was at least good in the sessions inspectors observed, but since the centres did not monitor effectively the impact of their provision on children's longer term development, it was not possible for either inspectors or the centres to judge how well children had progressed from their starting points. However, schools reported that children joining them from children's centres had positive attitudes, and were well prepared for and enjoyed learning. This was more so when staffing at the centres included senior staff with a background in education, because this improved the balance of the provision across care and education.

In the schools inspected, the extended provision was having a positive impact on children's and young people's achievement and personal development, especially for the more vulnerable. Schools that provided the most effective services integrated these within their planning for whole-school improvement, because they were clear about the overall outcomes they wished to achieve for their pupils. There was also some evidence of schools radically rethinking

their ways of working to provide better access to services. In particular, these schools had set up teams of staff from different professional backgrounds to support vulnerable pupils. This enabled swift action to be taken, preventing difficulties becoming more serious. In one school, case studies showed that this approach had reduced exclusions and improved attendance. School governors and managers were aware of their responsibilities and took an active interest in ensuring the provision of good quality childcare on their premises.

Schools and children's centres served children and families very effectively once they were there, but both types of provider were not always sufficiently active in reaching out to groups, including fathers and some minority ethnic groups, who did not use the provision. Some schools recognised that services were not used enough by the families beyond the immediate school neighbourhood, but they were not effective enough in widening participation.

In developing extended services across an area, children's centres and schools benefited from local authorities' strategic guidance. However, the local authorities rarely knew if these services provided value for money, since only a small minority of schools and children's centres were gathering and using evidence to judge whether outcomes had improved for children, young people and their families. Support from local authorities for monitoring and evaluating impact was limited. The survey, however, found specific examples of provision having contributed substantially to outcomes for individual children and adults.

Users valued the services provided in children's centres and schools highly. Take-up was better where provision was carefully coordinated, including access to a range of health services and where transport difficulties were considered. However, uncertainties about the sustainability of longer-term funding for partner agencies threatened services and staffing, particularly in children's centres.

Key findings

- Children's centres were fulfilling their remit to provide at least the minimum requirements of their core offer. The majority of schools offered a range of out of school activities which motivated children and young people to develop new skills and interests. Most established extended schools fulfilled their core offer, and most developing extended schools were making good progress towards this.
- Work between partners to offer a full range of services had improved since Ofsted's previous report on extended services. Although good coordination improved the take-up of services, this was not always managed sufficiently effectively.

- Children moving from children's centres to schools were generally well prepared. However, the effect of such preparation on their early learning and attainment was not evaluated.
- Learning in children's centres was more effective when the leadership team included staff with a background in education. However, not all the qualified teachers supporting children's centres had experience or training in providing for children under three.
- Individuals and families were served well by the children's centres and schools that they attended. Services which had been used by the most vulnerable parents were reported to have transformed the lives of some parents and had positive effects on their children. However, settings did not do enough to reach out to particularly vulnerable individuals or families, or those living beyond the immediate neighbourhood.
- Since the previous report, the children's centres and schools have become more aware of the need to evaluate the impact of their services on the outcomes for children, young people and their families, although very few had begun to measure this systematically.
- The quality of local authorities' strategic leadership varied. They provided good support to establish provision, but rarely supported the monitoring and evaluation of the impact of services.
- The schools with the most effective services had integrated the development of extended provision within their school improvement plans, with a clear focus on improving positive outcomes for children and young people.
- Uncertainties about long-term funding affected planning for, and the sustainability of, many children's centres.

Recommendations

The Department for Children, Schools and Families should:

- clarify long-term funding arrangements with other partners to promote the sustainability of services and staffing
- support local authorities to embed the performance management arrangements recommended in the guidance issued in November 2006

Local authorities should:

- support schools and children's centres in strategic planning, and in monitoring and evaluating the impact of their services

- ensure that training is available for managers of children's centres to develop self-evaluation
- support children's centres in improving the link between assessment and planning for children's learning and development.

Schools and children's centres should:

- evaluate the impact of their services on the achievement and attainment of children and young people
- in planning their extended provision, seek to broaden participation, particularly by the wider community and more vulnerable groups.

Transforming lives

Special schools and extended services





The pictures in this publication were taken at Foxwood Foundation School and Technology College, a special school providing education for children and young people aged three to 19 years with special educational needs. The TDA would like to thank the pupils and the staff at the school for their warm welcome, patience and support.

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Seizing the opportunity of extended services



“We want our 21st century special schools to have high expectations for what disabled children or children with special educational needs can achieve – and to use the opportunity of extended services to do more for those who face high levels of challenge.”

Our vision, set out in the Children’s Plan and in the recent schools white paper, *Your Child, Your Schools, Our Future*, is to ensure every child has a great start in life and is supported to fulfil their potential.

Extended services offered by schools and their partners have an important role in making that a reality – and we expect all schools, including special schools, to be providing access to the core offer of extended services by 2010.

A varied menu of activities and childcare can benefit both pupils and parents – pupils have opportunities to enjoy and learn, parents to work or study. Swift and easy access to targeted and specialist services, through effective integrated working between schools, statutory agencies and other providers, can promote inclusion and support pupils to overcome barriers preventing them from fulfilling their potential. And community access to school facilities can benefit everyone who lives near the school.

Parenting support is particularly important in special schools. The parents of disabled children and children with special educational needs (SEN) face many additional challenges and pressures in helping and supporting their children to reach their full potential.

We want our 21st century special schools to have high expectations for what disabled children or children with SEN can achieve – and to use the opportunity of extended services to do more for those who face high levels of challenge, helping them to fulfill their potential, helping them to develop the skills and confidence needed for independence in adult life. They can also provide opportunities for disabled children and those with SEN to play and learn alongside non-disabled children.

In providing access to extended services, special schools have the advantage of long experience of close partnerships with health, social care and specialist services. As the examples in this document show, many special schools have built on this strength to develop innovative and high-quality extended services that are making a real difference. The children at these schools and their families have the same kind of extended opportunities as pupils do in mainstream schools – and this is how it should be.

A handwritten signature in blue ink that reads "Diana R. Johnson".

Diana Johnson MP, Parliamentary Under-Secretary of State for Schools

Listening to needs, shaping services

Effective and ongoing consultation will encourage take-up, create a sense of ownership and ensure that extended services reflect the needs of special school pupils and their families.

Geography, pupil numbers, resources and existing relationships with parents will all have an impact on how special schools gather information. At Larkrise School in Wiltshire, for example, 97 per cent of students travel to and from school by minibuss, so there are few opportunities for parents and staff to meet informally.

Gathering information

The school already runs termly coffee mornings but has now decided to apply for local authority funding for a family link worker to help develop its extended services offer. That offer will be shaped by the results of a three-pronged consultation exercise.

Acting Headteacher Phil Cook consulted staff first. "As well as gathering a lot of useful information, we identified some valuable skills we could tap into," he says. "We've got two former play leaders, an ex-member of the behaviour support team and our music therapist has agreed to run some after-school sessions."

Next, a comprehensive questionnaire went out to parents. Then it was the turn of pupils. "We developed a special questionnaire," says Phil Cook, "and held a series of teacher-led discussion groups to give all the children an opportunity to express their views."

Friendly and accessible

In Hull, Family Learning Strategy Leader Jasper Shotts decided to gather and share information through a 'marketplace' event. "We hired the function room of a city-centre pub so it was informal and easy to access," he says. A range of providers gave presentations and distributed information, and a team of young people gathered feedback from parents on the kinds of services they wanted. Parents also watched a film of pupils from the

city's special schools giving their own views on extended services.

"We got a huge amount of feedback," says Jasper Shotts. "Parents' top priority was practical training for themselves and school staff. Pupils told us they wanted drama, art, go-karting – loads of different activities. They're hungry for new experiences." He is now planning a follow-up event and adds: "It's important to keep things moving and keep people engaged."



The personal touch

At Fiveways and Fairmeads School in Somerset, Parent Support Adviser (PSA) Sharon White has launched a range of initiatives to get parents more involved with the school. When asked, more than 60 per cent said they would welcome more contact, both with the school and with other parents.

Sharon White attends all school events and sets up a refreshment

area at parents evenings, where people can sit and chat in a relaxed atmosphere. She keeps in touch with parents by phone and letter, including during the school holidays. "Parents of children with special needs can feel very isolated," she says. "Some pupils travel 30 miles to get here, so their parents really value the opportunity to speak to someone who understands their situation." Find more information on PSAs at www.tda.gov.uk/psa

Tailoring services

Often, consultation leads directly to the development of new services. When parents at the Parks School in Rutland said they wanted help to cope with their children at home and with their own emotional needs, the school set up a home support scheme and specialist counselling service.

Soon, demand for the counsellor outstripped supply. Two parents came forward and suggested that they train to become family counsellors in their own right. "We secured external funding for them to train part time and they've already started mentoring other families," says Headteacher Pia Kerridge.

The school's pupils have also had their say. "Pupils told us they wanted more creative after-school activities," says Pia Kerridge, "so we now run weekly arts workshops in partnership with a local specialist arts college." Specialist workers support children with very complex needs and year 10 students from the college act as buddies.

Meanwhile, at Preston's Pear Tree School, feedback is helping the school to target resources. "When we consulted parents about childcare, we found that the demand was for holiday provision," says Headteacher Lesley Koller. "We now have an extremely popular play scheme where children can learn and play alongside their mainstream peers. Where parents need after-school care as well, we signpost to existing local clubs. Consultation helped us focus on priority areas and it makes sure everyone gets the support they need."

A framework for robust consultation



Kirkleatham Hall Special School in Redcar was involved in

piloting the School Improvement Planning Framework, which was developed by the Training and Development Agency for Schools (TDA) and the National College for the Leadership of Schools and Children's Services in partnership with more than 200 schools. "We wanted to make sure we were consulting both widely and effectively," says Headteacher Gill Naylor.

Kirkleatham found the What's Working? tool a simple and effective way of gathering feedback. Student council representatives took responsibility for consulting pupils, carrying out a separate exercise in each classroom so that all pupils could have their say.

The exercise has also proved a great way of reaching out to parents. The school used the exercise at parents evenings attended by around 80 per cent of our parents and got feedback from nearly all of them – a typical questionnaire would yield 10 to 20 completed forms. "We're gathering far more evidence than before and getting parents more involved," says Gill Naylor.

A wider evidence base gives the school a clearer picture of where improvements can be made and where resources should be focused. It is also a chance to celebrate success. "The evidence we've gathered shows that there are an awful lot of things we're getting right," says Gill Naylor.

Find out more about the framework at www.tda.gov.uk/schoolimprovement





The core offer of extended services

A **varied menu of activities** (including study support and play) and **childcare**. In primary and special schools, this means access to a varied menu of activities, combined with childcare, provided from 8am to 6pm, five days a week, 48 weeks a year, in response to demand. In secondary schools, this means access to a varied menu of activities and a safe place to socialise and complete homework, provided from 8am to 6pm during term time and more flexibly during the holidays.

Swift and easy access (SEA) to targeted and specialist services. All schools, working closely with other statutory services and the voluntary and community sector, should focus on the early identification of – and the provision of support for – children and young people who have additional needs or who are at risk of poor outcomes.

Parenting support. Supporting parents means providing access to structured, evidence-based parenting programmes, informal opportunities for parents to engage with the school and each other, family learning sessions and information.

Community access. Where a school has facilities suitable for use by the wider community (eg playing fields, sports facilities, IT facilities, halls), it should look to open these up to meet wider community needs in response to local demand.



Removing barriers to learning

Schools provide a focal point not only for the children and young people they teach but also for their families and the wider community. In recognition of the key role they play in raising standards and aspirations, the Government has made a commitment that all schools will be providing access to a core offer of extended services by 2010. Extended services are among the defining characteristics of a 21st century school.

Extended services will help all pupils to realise their potential by tackling barriers to learning. They are based on the principle that what goes on outside the classroom has a major influence on children and young people and their capacity to learn. Schools that are already delivering extended services are seeing a positive impact on pupils, parents, the wider community and the school itself.

Among pupils, a more positive attitude to learning and better physical and emotional health are leading to improved attendance and behaviour and, eventually, to higher

attainment. Parents are learning how to play an active role in their children's education and raising their own aspirations through learning and training. Communities are engaging with their schools and benefiting from access to a wide range of facilities and support.

For schools themselves, extended services are creating an opportunity not only to deliver more effective teaching and learning but to position themselves at the heart of their communities in line with the vision for 21st century schools set out in the recent white paper, *Your Child, Your Schools, Our Future: Building a 21st Century Schools System* (June 2009), which builds on the aims of the Children's Plan.

21st century special schools

According to the white paper: "21st century special schools should have high expectations for what their pupils can achieve, promote the skills and confidence needed for independence in adult life, provide opportunities for disabled and non-disabled children to play and learn together and share their expertise – whether in leadership, SEN or the curriculum – with other schools."

All schools are expected to have a sharper focus on improving outcomes for children, in particular those with disabilities and SEN.

Ofsted research

"The extended schools visited on this survey grasped the opportunities [...] to challenge disadvantage and overcome barriers to learning. They identified children and young people who might otherwise fail; they enabled pupils to stay at school, and achieve national expectations or beyond. [...] It was in transforming the life chances of individual pupils that these extended schools were at their most successful and cost-effective."

Good Practice in Extended Schools: a short survey to examine effective practice in a small sample of the most successful full core service extended schools in the most disadvantaged circumstances, Ofsted 2009 (a survey of 23 extended schools).



Extended services in action in special schools

While all schools will be expected to deliver the five elements of the extended services core offer by 2010, within that framework there is scope for tailoring services to reflect the needs of pupils and their families and to fit the school's own unique context. Here we look at how three special schools – Ellen Tinkham School, Pear Tree School and Penn Hall School – are giving pupils, their families and the wider community access to the core offer of extended services

“Helping them spread their wings and develop their independence is so important. It's about preparing them for the future.”

Alun Stoll, Headteacher,
Penn Hall School

“The enrichment of the curriculum is excellent. [...] There is a very good range of activities at lunchtime and after school [...] and this contributes very well to pupils' overall enjoyment.”

Ofsted inspection report,
Penn Hall School, March 2007

About the schools

Ellen Tinkham Community Special School in Exeter has 118 pupils aged three to 19 with severe learning disabilities. The school covers a catchment area of around 40 miles.

Pear Tree Specialist School and Children's Centre in Preston caters for 68 pupils aged two to 19 with severe or profound and multiple learning difficulties.

Penn Hall School in Wolverhampton has 80 pupils aged three to 19 with physical and sensory disabilities.



Childcare

The out-of-hours club at **Ellen Tinkham** provides a safe place for children and offers learning opportunities and respite for parents. The sessions run until 6.30pm and the children help to prepare their own evening meal. A full-day session is open to pupils and their siblings on one Saturday a month.

Feedback from parents at **Pear Tree** pointed to a clear need for holiday provision, rather than pre- or after-school care, so the school now runs a popular holiday scheme in partnership with its cluster. Pupils are charged a daily flat fee, with mainstream pupils effectively 'subsidising' the extra resource needed to care for those with special needs. The school reports that real friendships are forming between pupils with very different levels of need.

Penn Hall's rolling residential programme gives six pupils each week the chance to stay in the school's hostel-style accommodation. This popular programme is designed to provide enrichment opportunities for pupils and to give parents a regular, scheduled respite period. The Penn Pals club also provides after-school care until 5.30pm, Monday to Friday.





Varied menu of activities

Pupils at **Ellen Tinkham** help out on the school allotment, enjoy regular visits from local arts groups and take part in work experience placements. The school's learning community coordinator is now working to identify cluster-wide extra-curricular opportunities in the hope of getting pupils to play and learn alongside their mainstream counterparts.

At **Pear Tree**, the warm-water pool is a focal point for after-school and holiday activities, with children swimming in it every day. A new aquatic learning coordinator is exploring ways of using the pool to support learning and looking at the feasibility of expanding the existing weekly Water Babies session into a full roster of after-school clubs.

Each week, six **Penn Hall** pupils stay over in the school's residential unit. It gives them a chance to explore their independence in a safe, secure environment and to take part in the school's roster of extra-curricular activities. The weekly menu includes an art-and-craft club, wheelchair football, a computer club and a music club. Friday's green club puts the spotlight on environmental issues.



Swift and easy access

With a team of specialists – including speech therapists, physiotherapists and occupational therapists – on site, **Ellen Tinkham** is well placed to offer swift and easy access to targeted and specialist services. The school maintains strong links with other services, including the local wheelchair clinic and the orthotics clinic, and involves the multi-agency team in its annual pupil reviews. This means specialist services form an integral part of personalised programmes from the outset.

As both a special school and a children's centre, **Pear Tree** can meet the needs of babies, children and teenagers with a wide range of abilities. Baby massage, Tummy Time, Water Babies and Fit and Fun sessions offer opportunities to identify any problems – including learning difficulties – early on and then design appropriate interventions that draw on the centre's links with a wide range of health and other services.

Penn Hall aims to be a 'one-stop shop' for pupils and their families. As well as providing a base for healthcare professionals, physiotherapists and language therapists, the school employs a full-time access and development manager to link up services and make them as accessible as possible.





Parenting support

New parents at **Ellen Tinkham** are invited to 'buddy up' with existing parents so they get to know the school and how it works. Parents are also being trained as facilitators so they can play a full part in the annual person-centred reviews carried out for each pupil, boosting engagement with the school and equipping parents to support their children's learning.

Pear Tree offers a range of learning opportunities for parents, including a NVQ in childcare. Four parents, who had not worked since having children, have now finished the course and have gone on to find work that they can combine with their childcare commitments.

At its weekly School for Parents sessions, **Penn Hall** provides targeted provision to help parents gain the practical skills they need to support their children, for example, by improving their mobility or boosting their language skills. The sessions give parents a chance to meet each other and share their experiences and ensure that children are receiving the same standard of care and support at school and at home.



Community access

Ellen Tinkham's well established lettings policy opens up school facilities to members of the community and specialist services, such as paediatric, visual and auditory clinics, and generates valuable income for the school. The school's purpose-built conference room and hall are available for seminars and training sessions and outreach work with other local schools is helping to build up a local network of contacts.

As a children's centre, **Pear Tree** is perfectly placed to provide a hub for the local community. People visit the site regularly to access health and social services or to participate in a wide range of learning and training opportunities. The school regularly runs open days, giving local people an opportunity to look around the site and find out more about the services on offer.

The hydro pool at **Penn Hall** is popular with local physiotherapists and their clients, care homes and charities such as Mencap, which use it at lunchtimes, in the evenings and during the summer holidays. The school's creative woodland activity trail features sculptures, a zipwire and boardwalk and is open to pupils from all local schools.





“The more we can share the way we work by training parents and staff alongside each other, the more consistent and less anxious our young people become. Behaviour improves across the board.”

Carolyn Purslow, Deputy Headteacher, Ellen Tinkham Community Special School

“The school's excellent links with the community provide additional activities [...], part-time attendance at mainstream schools and a variety of work experience placements for older students. [...] A charity connected to the school organises a wide range of after-school, weekend and holiday activities, which are well attended.”

Ofsted inspection report, Ellen Tinkham Community Special School, October 2007

“We want this school to be the social anchor of the community. We want people to recognise that the children here at Pear Tree have a real positive contribution to make.”

Lesley Koller, Headteacher, Pear Tree School

“Parents feel welcomed by the school as partners in their child's education. One parent commented, ‘When our child joined Pear Tree, the whole family joined the school.’ [...] There is a wide range of activities to take pupils out of the classroom, showing them that new things can be learned in many different situations. This adds substantially to the pupils' social skills, their self-confidence and their interest in learning.”

Ofsted inspection report, Pear Tree School, October 2008

The power of partnerships

Local authorities are using their expertise, resources and networks of contacts to support special schools in planning, developing and delivering extended services.

Local authorities are in a unique position to pull together all the strands that will enable special schools to deliver the core offer. "We're in a good position to take an overview," says Anna Moore, Extended Schools Development Manager at Kent County Council. "That means we can make connections that individual schools, both mainstream and special, would otherwise struggle with."

Sharing knowledge

Anna Moore cites the example of Kent's community youth tutors, two of whom are currently working in the county's special schools. The posts are mainly funded by the youth service and tutors spend around 40 per cent of their time in school. "As well as providing valuable youth work interventions during the school day, the idea is that they also work with pupils to find out what they want to do out of school," says Anna Moore. "Then they go out to individual villages and liaise with local youth workers and support young people to get involved in extra-curricular activities near their homes. Often, pupils live a long way from their special school so it's a service that would be very difficult for schools to replicate."

Similarly, in Exeter, the extended services coordinator (whose role is paid for through the extended



services budget) is improving communication within the cluster that includes Ellen Tinkham Community Special School. "He's put together a learning community newsletter with information about a whole range of activities, ranging from community choirs to French classes to support for parents," says Deputy Headteacher Carolyn Purslow. "We're currently mapping where all our pupils live, so the newsletter is invaluable. It's really going to help us put pupils and families, who might otherwise feel quite isolated, in touch with the services around them."

Access to funding

Often, local authorities can help special schools tap into additional sources of funding for extended services. In Northumberland, schools – including special schools – are directly involved in deciding how to spend Disabled Children's Access

to Childcare (DCATCH) funding, which is provided by the Department for Children, Schools and Families (DCSF) to give families with a disabled child targeted help. "DCATCH workers sit on extended services partnership committees," explains Extended Services Adviser Carol Leckie. "By devolving decision making down to cluster level, special schools have an opportunity to tell us what they need and DCATCH funding can be allocated to support the childcare and parenting support elements of the core offer."

Developing expertise

Raising standards across a local authority area benefits everyone, including pupils with special needs and their families. In Kent, Anna Moore is working to put in place training that will ensure that everyone working in the county's childcare settings reaches the standards set out in All of Us – the

Framework for Quality Inclusion. The framework, developed by the DCSF's Playwork Inclusion Project, is designed to ensure that early years, play and childcare settings adopt an inclusive approach to children and young people with special needs.

"We want to be sure that every setting makes disabled children and their families feel welcome. Parents should feel happy and confident that staff can cope with their children's needs."

Anna Moore, Extended Schools Development Manager, Kent County Council

See page 18 for information on how young people in Kent are developing their own expertise in working with their special needs counterparts through partnership with the voluntary sector.

Cluster power

As well as working collaboratively with local authorities, special schools are forming strong and mutually beneficial relationships with other schools, often as part of cluster arrangements. In Northumberland, three extended services coordinators (ESCOs) are helping make sense of a complex network of relationships and ensuring that special schools are properly represented.

"Our special schools will often draw their pupils from several different clusters," says Carol Leckie. "To give pupils access to everything that's going on – and, crucially – to enable them to get involved in activities close to their homes, you need someone to pull it altogether. That's

where our ESCOs come in. Through their work at school level, they can develop an in-depth understanding of individual pupils' needs. And at cluster level, they can make sure those needs are properly reflected in the planning and development of services."

Schools are also forging links with each other directly. Larkrise School in Wiltshire shares a site with a mainstream school, Paxcroft Primary, and uses the school field for PE activities whenever possible. Now the schools' senior management teams have made a commitment to liaise on the development of extended services. A 'link club' will provide opportunities for two-way play sessions, while improved timetabling will allow better access to the school field for Larkrise pupils. In return, Larkrise will offer access to specialist facilities, including its climbing wall and hydrotherapy pools. Plans are under way to train Paxcroft staff so they can make use of Larkrise's fleet of minibuses.

For Lesley Koller of Pear Tree School in Preston, cluster working is also creating opportunities for her own pupils to benefit from contact with their counterparts. The school has set up a popular holiday play scheme along with its cluster partners (see page 8 for more detail). "Practically, the presence of the mainstream children enables us to provide the intensive resources our own children need," Lesley Koller explains, "but the benefits are huge for everyone involved. We see children working out ways to communicate with each other and real friendships are forming." In term time, Pear Tree children are signposted to after-school clubs run by other cluster schools.

A unique challenge

With pupils often travelling 10s of miles to school each day, special schools face some unique challenges in providing access to extended services, particularly after-school activities. At Penn Hall, Headteacher Alun Stoll acknowledges that transport can be a problem. "Mainly, we rely on parents for their support," he admits. "It's an area for us to develop." In the mean time, pupils are regularly invited to stay in the school's residential unit, where they can take part in as many activities as they like while their parents have a week's respite.

Elsewhere, practical solutions are springing up. In Hull, two special schools have agreed to share gym facilities, with staff from one school agreeing to drive a minibus of pupils to the other site. At Hexham Priory School in Northumberland, Extended Services Coordinator Annie Sanders is testing the feasibility of training pupils to use public transport so that they can access a mainstream after-school club three miles away.

Most schools accept the need for a pragmatic approach. "In our situation, there's no point providing after-school provision because pupils and parents can't access it," says Pear Tree's Lesley Koller. "That's why we focus on our holiday activities." At Larkrise, an extended lunch break means pupils can get involved in activities during the school day. "It's a simple, no-cost way of alleviating the transport problem while making sure our pupils aren't missing out," says Acting Headteacher Phil Cook.

Funding for sustainable extended services

Sustainable extended services mean long-term benefits. As well as tapping into sources of Government and other funding, schools should explore opportunities for working together and sharing resources with each other.

Between 2008 and 2011, the Government is investing £1.3 bn in the extended services programme. Funding is being routed via local authorities through the Standards Fund and the



Area-Based Grant and being made available directly to schools through the School Standards Grant and the Dedicated schools Grant. Schools are free to choose how to use the money to support their own extended services priorities.

The extended services disadvantage subsidy

The extended services disadvantage subsidy is designed to help remove the financial barriers to participation in extended services. The subsidy is currently being piloted and will be available to all school clusters through the Standards Fund from April 2010. The subsidy must be spent directly on helping pupils and not, for example, on administration or consultation.

Other sources of funding

Through Aiming High for Disabled Children, the Government is providing information and funding to support professionals, managers and service commissioners in a number of key areas, including providing short breaks, encouraging parent participation, supporting children through transition and improving palliative care.

Aiming High also focuses on childcare and a separate tranche of funding is being provided for this high-priority area. DCATCH is supporting projects around the country, including new centres of excellence for disabled children and specialist training for childminders.

Schools are also accessing funding from a range of other sources, including neighbourhood renewal, charities, the National Lottery and private sponsors, for example to support access to breakfast clubs and study support sessions. Such funding is often time bound.

Sustainability

Few schools, if any, can provide access to the full extended services core offer without working closely with other schools. By pooling their resources, schools can broaden their offer and increase the chance of services being delivered on a long-term basis. Costs can be shared with other schools and agencies. Schools may also choose to charge a fee, for example, for childcare (such charges are eligible for the childcare element of the working tax credit) or for community access to a gym or swimming pool.

Find out more

Funding for extended services: www.teachernet.gov.uk/wholeschool/extendedschools

The extended services disadvantage subsidy: www.tda.gov.uk/subsidy

Aiming High for Disabled Children: www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc

“This is a fantastic scheme for the students to keep them occupied for part of the long holiday. Having transport to pick up and drop off is very useful.”

“Thank you for all the hard work the staff put into the scheme – it is the highlight of her year.”

“He had a fantastic time and the holiday scheme allows him to feel confident and have fun without any worries. Thanks to all the staff who work hard to make the scheme so enjoyable and so much fun.”

Parents, Penn Hall School

The school cluster development tool



The TDA's school cluster development tool is designed to encourage more effective partnership working and resource sharing by helping clusters of schools gain a full and accurate picture of what is needed to ensure the sustainability of extended services.

Carol Leckie, Extended Services Adviser at Northumberland County Council says: “This is an excellent resource that can be used at many different levels. Our cluster managers used it with headteachers at one-to-one meetings and in cluster meetings. It can also be used with partner agencies and by the local authority to help centrally based staff identify areas of concern or develop action plans. What is also important is that it makes those involved think about sustainability being more than just a funding issue.”



Consultation toolkit designed by Children's Participation Consultancy for Nottinghamshire Short Breaks Pathfinder

Play to your strengths – specialise

Over the past 10 years, nearly 260 special schools have become specialist schools, boosting levels of attainment and raising standards of teaching and learning across the curriculum.

Any maintained or non-maintained special school with pupils at Key Stage 3 and above can apply to the Specialist Schools and Academies Trust (SSAT) for specialist status. As well as the 11 curricular specialisms also available to mainstream schools, special schools can specialise in four specific SEN areas: communication and interaction; cognition and learning; behavioural, emotional and social difficulties; and physical and/or sensory impairment.

Raising standards

By strengthening teaching and learning in one area, specialising can help special schools boost attainment and achievement across the whole curriculum. Specialising also creates opportunities for special schools to strengthen links with partners, including other schools, colleges and employers.

Specialist schools need to draw up a three-year development plan and raise at least £20,000 in private sector sponsorship. The SSAT provides a one-off grant of £100,000 and then an annual grant of at least £60,000 for specialist special schools.

Supporting the extended services offer

The three-year plan should include details of how the school plans to develop its specialism and work in partnership both with other schools and the wider community, linking its specialist status to its extended services offer. New Bridge School in Oldham, which achieved Arts College status in 2006, has used its capital grant to build an art gallery and upgrade its sound and lighting equipment. The school now attracts more than 900 members of the community each week. "We're able to offer a wide range of activities," says Headteacher Graham Quinn, "and, at the same time, we're challenging people's preconceptions about disability."

The Youth Sport Trust: supporting special schools

Sport is the most popular specialism for special schools and the Youth Sport Trust (YST) is currently working with 26 special school sports colleges and 28 special schools with a specialism in physical and sensory impairment. The Trust also provides a range of support for all schools.

School Sport Partnerships

Most special schools, whether or not they specialise, belong to one of England's 450 School Sport Partnerships. Of these, some 200 special schools are being funded to take on a more strategic role, either managing a 'family' of special schools or promoting inclusion across the partnership. These include Westcroft School and

Sports College in Wolverhampton, which works to support the delivery of two hours of PE and sport per week to pupils in 31 local mainstream, special and primary schools, and Shepherd School and Sports College in Nottingham, which employs a full-time strategic coordinator to ensure that disabled and SEN pupils can access out-of-hours learning.

Targeted resources

YST has developed a number of resources for pupils with SEN and/or a disability. The TOP Sportsability activity pack features nine inclusive games and activities, including the paralympic sports of boccia and goalball, while TOP Sportsability festivals aim to give young disabled people and pupils with SEN access to leadership opportunities as well as sports activities. The Trust is now supporting nine disability leadership academies to provide opportunities and support for those young disabled people who want to become leaders, coaches and officials.

Find out more

For more information about applying for specialist status, contact the Specialist Schools and Academies Trust Designation and Redesignation Team on designation@ssatrust.org.uk or 020 7802 2377.

For more information about the Youth Sport Trust, go to www.youthsporttrust.org or e-mail osu-requests@youthsporttrust.org

Partnerships are key – a headteacher's view



Chris Humphreys
Headteacher,
Foxwood
Foundation
School and
Technology
College

Nottinghamshire Children and Young People's Service's strategy for ES has been to develop provision through school clusters. The cluster that Foxwood is part of consists of five primary schools, one secondary school and Foxwood as the local area special school. Across the county there are clusters that build on the existing 'family' of schools in each geographical area. Foxwood has played a central role in developing ES across the cluster and we employ the ES coordinator for the cluster.

A key to the success of the cluster has been the expertise of the coordinator who was appointed from a project management background in industry. The skill set and experience of managing complex systems has proven essential in delivering the ES core offer. Coordinating a cluster for ES is not something you can 'bolt on' to the roles and responsibilities of existing school staff because their key functions are very different. ES is a very different piece of work that requires a specific set of skills and attributes. This is one of the important lessons we have learnt – talent management and clear staffing structures make it work. Our partnerships with other schools

are essential in delivering extended services – we can share each other's facilities and ensure that the provision across the cluster is as broad and varied as possible, responsive to need and of high quality. We are developing the parenting support element of our ES offer in light of our most recent consultation and feedback. However, we are not going to attempt to deliver this in isolation, we are going to be smart about signposting to other schools, other agencies and other local authority service providers.

Where possible, we try to make connections between the curriculum and ES provision. We are also developing provision linked to our specialism in technology and applied learning – to increase student participation in targeted activities. These links also give continuity to the experiences of our young people. This has a positive effect on student attendance and engagement. Careful consideration about these issues helps increase parents' confidence in the relevance and appropriateness of the provision and this, again, impacts positively on attendance and engagement.

Another learning point has been in acknowledging the need to keep checking with students and their families that the range of ES provision is what the community needs. We proactively seek out their views at community events because the dynamics of our 'community' are constantly changing. What is needed one year (or term) may not be what is needed the next. Ongoing consultation is crucial, particularly for special schools

where the needs of individuals can be so diverse. We have established a steering group for the cluster's ES provision that includes parents and representatives of all our local partners. We have also found the School Improvement Planning Framework has been a powerful tool to identify the needs of our stakeholders.

There's no getting away from the fact that there are challenges, the most obvious and recurrent one being transport. We have to make any after-school provision work for parents – so our activities start straight after school and run through to 6pm. Funding is a continual challenge, because the support requirements for our young people – essential to enable safe participation – are many times more expensive than those for students in mainstream schools.

“We believe that all the effort is worth it. ES opportunities can make a real difference to the lives of young people – they access a broad range of activities alongside their community peers and, as a result, feel more confident and self-assured.”

We have begun tracking the impact of ES on student progress and attainment because we are already beginning to see a correlation between participation and the progress that our young people make.

Our top tip? Be clever with what's already out there – and don't try to do it all yourself.

New roles, new ways of working

Planning, developing and implementing extended services calls for a flexible approach to leadership, management and resources.

Like many special schools, Penn Hall School in Wolverhampton has found that extended services are creating opportunities to bring new expertise into the school workforce and for existing staff to develop their careers.

For example, Headteacher Alun Stoll has rejigged the timetable for one of his teaching assistants, Cora Boffey, so that she can spend a day each week running the popular School for Parents (see page 10). "It's a great opportunity for me," she says. "I'm developing new skills at the same time as working on something I feel really passionate about." Another of the school's teaching assistants has started working alongside Penn Hall's speech and language therapist.

Penn Hall has also taken on a full-time access and development manager. "He might look at how we can break down the barriers between wheelchair services and speech and language, so that a child who's getting a new chair gets any devices they need to support their speech at the same time," explains Alun Stoll. "Focusing on access can make a big difference to a child's performance. We've got one boy who used to work the computer keyboard with his nose. Now he's got a device that enables him to move the cursor with his eyes and the standard of his work has just leapt up."



Innovative solutions

Ellen Tinkham School in Exeter has chosen to strengthen its annual review process – which creates an in-depth action plan for each pupil, covering activities inside and outside the classroom – by training parents as facilitators. "It gets parents involved and gives them a real insight into how their child is doing," says Deputy Headteacher Carolyn Purslow. "It also emphasises the importance of creating a close partnership between school and home, with teachers and parents taking a consistent approach, reinforcing and supporting each other."

Parents are also playing a high-profile role at the Parks Special School in Rutland. Following a consultation that identified clear priority areas (see page 5), two

parents are training as family counsellors and are already providing support for other families.

Partnership working

In Kent, young volunteers are helping to expand and improve the range of extra-curricular activities on offer to children from special schools. Voluntary Action West Kent (VAWK) trains young people from mainstream schools to run after-school clubs, some for mixed groups of children and others specifically for those with special needs.

"Young volunteers come to us because they want to learn and to give something back to the community," says Peter Nicholls of VAWK. "The idea is that they take the lead, working with the children

who come along to the sessions to find out what they want to do, and then make it happen. When they work with children with special needs, you can see their attitudes changing and their preconceptions melting away. And for children with disabilities, it's an opportunity just to be normal and do the things that other children do. I think the two groups gain a huge amount from spending time together in a supportive environment."

New structures

At Pear Tree School in Preston, the drive to offer extended services has led to a fundamental reappraisal of the way the school works. By setting up a separate company, the Pear Tree Holiday Club (Kirkham) Ltd, the school has been able to tap into new sources of funding and take a flexible approach to staffing its holiday provision. "During term time, our teaching assistants work in the school under conventional contracts," says Headteacher Lesley Koller. "During the holidays, they're employed by the Holiday Club on a casual basis. It keeps us 'light on our feet' and means we can adapt staffing levels in line with need, keeping costs down as much as possible."



Tools and resources

The School Improvement Planning Framework. Developed by the TDA and the National College for the Leadership of Schools and Children's services, the framework is a suite of tools and techniques designed to help schools take their planning, strategic thinking and implementation to the next level. www.tda.gov.uk/schoolimprovement

Extended services: a toolkit for governors. This toolkit is designed to help governors support their schools in developing effective extended services that reflect the needs of pupils and the wider community, and have a real impact on pupil outcomes. www.tda.gov.uk/extendedservicesforgovernors

Extended services sustainability – a school cluster development tool. The school cluster development tool is designed to help cluster managers build a complete picture of the conditions for ES sustainability across the cluster and use this as an important input into the cluster development plan and local authority strategic plans. www.tda.gov.uk/sustainability

Engaging schools in sustainable Every Child Matters and extended services. Developing and sustaining high-quality extended services and making sure that they are focused on pupil outcomes are ongoing challenges for all schools. The TDA and the National College have developed a practical resource pack designed to help school leaders and local authorities overcome the barriers that some schools experience. www.tda.gov.uk/about/publicationslisting/tda0672

Partners providing support

Specialist Schools and Academies Trust. For information about specialist status, contact the SSAT Designation and Redesignation Team on designation@ssatrust.org.uk or 020 7802 2377.

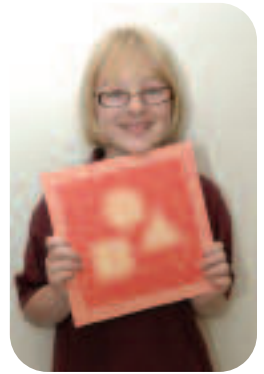
Youth Sport Trust. www.youthsporttrust.org or e-mail osu-requests@youthsporttrust.org

4Children. 4Children offers a range of resources to support the delivering of ES, including a survey of nine special schools entitled: Special Schools in the East Midlands Delivering the Full Core Offer of Extended Services: an examination of best practice. www.4children.org.uk

ContinYou. ContinYou's Extended and Integrated Service (E&IS) Team can offer schools and LAs: focused support with extended services development; advice and support with school remodelling; planning and self-evaluation around extended services. www.continyou.org.uk

Children's Workforce Development Council. The CWDC has developed a range of resources to support integrated working. www.cwdcouncil.org.uk/integrated-working

Together for Disabled Children TfC is the DCSF's national delivery partner for the short breaks and parent participation strands of Aiming High for Disabled Children. Useful resources include answers to frequently asked questions, case studies and toolkits. www.togetherfdc.org



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