



Woodnewton a learning community

Extended Schools Policy

September 2023-2024



**Inspiring Futures
Through Learning**

Extended Schools Policy

Philosophy

We believe in, and recognise the immense value of, working with all partner organisations to improve the life chances of all children and young people so that every member of the school community achieves success and self-fulfilment.

Through the extended schools programme, we deliver a consistent expectation-irrespective of gender, race and culture - that children are safe and healthy, enjoy their school life and achieve potential; and make positive contributions within the whole school community.

The Extended Schools Programme has a key role to play in children's spiritual, moral, social and cultural (SMSC) development and endeavours to make life changing differences to pupils in all aspects of their school and community life.

Aims – The Core Offer

As a school we are committed to providing “The Core Offer” of extended services, which is made up of five elements:

1 High Quality wraparound childcare

To be provided on the school site from 7:45am until 6pm.

The care to include Breakfast Club (with breakfast and varied activities provided), positive play programmes at lunchtime and after school care club (snacks and varied activities provided) until 6pm.

2 Varied menu of activities

To be on offer to all pupils irrespective of gender, race or culture. These activities will include homework and study support, sporting activities, music tuition, dance and drama, and arts and crafts. The provision will run both in school and in the local community.

3 Parenting Support

To include information sessions for parents at key transition points; and parenting programmes, using the support of other children's services, as well as our own human resources within the school community. Our “open door policy” allows for a fully inclusive parent support system that will address any parental need.

4 Swift and easy access

To offer referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services and intensive behaviour support. These services will be delivered both on site and in the local community.

Objectives

As a school we do not expect or aim to deliver these services alone or solely on site. Successful delivery to all children and parents relies on community cohesion and we are committed to:

- Developing Partnerships

To develop partnerships with other schools, agencies and community organisations so that appropriate sustainable services are available. These partnerships will integrate within our school and the communities they serve.

- Engaging in consultation

To develop and use a meaningful and effective consultation process that will allow specific priorities and individual pupil needs to be addressed. This will encourage families within the local community a voice in the development of each child's needs.

- Providing easy access to information for parents

To provide easily accessible information by signposting existing services where appropriate, by fulfilling statutory duties to promote pupil wellbeing and to develop community cohesion within the community.

- Offering extended services at school

To ensure that the core offer of the given five elements is available to all families so that school attainment levels and the aspirations of our pupils rise as a result of extended schools provision. This will become an integral part of our school improvement plan.

- Auditing provision of the core offer to school families

Annual auditing of the extended schools provision will identify gaps in provision so that we can respond to emerging needs and maximise the use of school resources and premises to the greatest effect.

The Impact

As a school we are committed to offering extended services to all our families to positively impact the pupils in our care. Monitoring and evaluation conducted by the Senior Leadership Team, and the Governing Body is carried out annually to ensure that all our pupils are experiencing a range of benefits, including:

- Increased motivation
- Higher attainment levels
- Improved attendance and punctuality
- Improved and manageable positive play behaviour
- Greater aspirations and higher levels of achievement and success
- Positive, proactive engagement with the community
- Healthier, happier and more active lifestyles
- Improved community access and developed use of local services
- Positive peer group friendships resulting from community involvement
- Influence of positive, ongoing and lasting community role models
- Increased inclusion of vulnerable groups of children within all areas
- More effective transition both within school and to ongoing secondary schools

This monitoring and evaluation process becomes effective through pupil and parent feedback, staff review, reporting to Governors and monitoring of the four core elements.

Policy Review

The policy will be reviewed annually at the beginning of the Spring Term. Consultation will take place with the head teacher, all relevant staff members, parents, governors and pupils.

Policy initiated – September 2023

Next review date – September 2024