



**The Edge**  
Schools' Federation

# Extended Schools Policy



<b>Last reviewed on:</b>	October 2025
<b>Next review due by:</b>	October 2026

## Rationale

An Extended School is one which provides access to a range of services and activities, often beyond the school day, to help meet the needs of children, parents and the wider community. At Brockton CE School 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.

Our 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.

## Our aims

- To raise achievement and improve outcomes for all pupils by providing access to a range of extended services to suit their needs.
- To provide full access to the core offer either from the school site or signposting within the local community.
- To enable vulnerable children to and their families to access the support they require.
- To promote community links and pupil well-being.

## The core offer

As a school we are committed to providing a core offer of extended services, which is made up of four elements:

1. High quality wraparound childcare – To be provided on the school site, available 7:45am – 8:45am daily and from 3:30-5:45pm Monday to Friday term time only to reflect community demand.

## Charging scale (September 2025):

Breakfast Club (7:45-8:45am)	£4.50 per session
After School Club 3:20-4:20pm	£4.50 per session (sports clubs free)
After School Club 3:20-5:45pm	£8.00 (£3.50 if attending sports club)

*Assistance with costs is available to pupils in receipt of Free School Meals.*

2. Parenting support - To include signposting for parents and carers; parent workshops for curriculum; family learning sessions to allow children to learn with their parents and where required, 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.
3. Swift and easy access - To offer a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services and intensive behaviour support on the school site when required.

4. Varied menu of activities – An extensive programme of in-school, lunch time and after school learning activities is offered. These include:
  - Enrichment activities (e.g. art club, dance, drama)
  - Sports/Physical Activity (e.g. football, tennis, multi-skills, dodgeball) The programme of activities will be made available each term to parents/carers and children via the newsletter and the school website.
  - Educational visits run during school time.

### **Parenting Support**

We aim to work in partnership with parents and carers to achieve the best possible outcomes for children in school and offer a range of services and support for parents, which include:

- Transition information sessions for all parents and carers when their child starts reception class
- Teaching staff visit local nurseries to meet ‘new starters’ and host consultation meetings in July for parents whose children are joining the school in the Autumn Term
- Providing information, advice and assistance to parents and carers to support their child’s learning and well-being through a variety of meetings or workshops E.g. SATS information meeting; RSE Information meeting
- Website publications and signposting on the school Facebook page

### **Additional needs**

We have effective arrangements in place for the early identification and support for children with additional needs. The Headteacher / SENCO are responsible for liaison with the service that provides any intervention. Through a referrals process we have access to a range of specialist services including:

- Speech and Language Therapy (SALT)
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS/ BeeU)
- Behaviour, emotional and social skills support
- Counselling

A SEN Support Plan or EHCP is completed by trained members of staff to identify needs and ensure that any interventions and referrals are appropriate. The school will work with other services to identify a lead professional where needed. Staff are fully conversant with procedures relating to SEN and Safeguarding which ensures that we can refer pupils to the required agencies for support as quickly as possible.

### **Partnerships**

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 partnership working 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 is available to all families so that school attainment levels and the aspirations of our pupils rise as a result of extended schools provision.

Auditing provision of the core offer to school families – to 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.

## **Roles and Responsibilities**

### **Headteacher**

- Has oversight of Extended School provision and a vision for its progress.
- Ensures that all the procedures outlined in the policy are followed.
- Works closely with extended school staff.
- Maintains close links with outside agencies including other schools.
- Takes a lead in core offer development and monitoring
- Works closely with agencies supporting children and parents under swift and easy access.
- Identifies needs of children and families.
- Acts as lead professional on behalf of the school as required

### **Staff**

Where appropriate some services will be delivered directly by school staff.

All staff:

- Are aware of the Extended Schools Core Offer.
- Identify children who would benefit from particular Core Offer provision.
- Take an active involvement in evaluation of activities and outcomes for children where appropriate.

### **Outside Agencies**

Are sourced through the Shropshire Council SLA or through an appointment process ensuring that:

- Provide high standard of care, support, skills.
- Carry out their own risk assessments and supply copies of these to the school.
- Arrange enhanced CRB checks and appropriate professional qualifications.
- Commit to providing an inclusive service to all children and their families.
- Agree to adhere to the relevant school policies, in particular safeguarding, equalities and health and safety. Premises Areas of the school suitable for delivery of Extended Services and equipment will have updated Risk assessments and Health and Safety checks.

### **Monitoring**

Monitoring and evaluation conducted by the Headteacher and the Governing Body (Curriculum Committee) is carried out to ensure that all our pupils are experiencing a range of benefits, including:

- Increased motivation
- Higher attainment levels
- Improved attendance and behaviour

- Greater aspirations and higher levels of achievement and success
- Healthier, happier and more active lifestyles
- Positive peer group friendships
- Increased inclusion of vulnerable groups of children
- More effective transition both within school and to on-going feeder schools

This monitoring and evaluation process becomes effective through pupil and parent feedback, staff review, reporting to Governors and monitoring of the core elements. Impact of this policy is evaluated through outcomes on relevant action plans and school improvement plan.

#### **Other relevant policies**

There are strong links to other school policies which will have an impact on the delivery of and access to Extended Services. These might include policies such as Health & Safety, PE, Charging, Safeguarding, Lettings, Behaviour and Discipline.

#### **Policy review**

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