

# Special schools in the East Midlands delivering the full core offer of extended services: An examination of best practice

March 2007  
Final Report



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# 1 Executive Summary

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4Children was commissioned to undertake an examination of extended services in nine special schools in the East Midlands in early 2007, funded by the DfES through the Fast Track programme. The East Midlands Regional Partnership facilitates a special schools network, with the aim of sharing examples of interesting and innovative practice in special schools, including the development of extended services. The nine schools identified by the Regional Partnership for this study are located in City of Derby, City of Nottingham, Rutland, Northamptonshire and Derbyshire.

There is great diversity in the schools, evident from the population each of the schools serves, in respect of age range, the broad spectrum of needs of the children and families, the community context, geographical location as well as the physical environment. These are significant factors in the way each is evolving a unique profile of extended services.

This report aims to outline the success factors and strengths which underpin extended services, and to highlight these through case studies demonstrating various aspects of the core offer for extended services. It also identifies the challenges that remain in the process towards delivery of the full core offer, and the considerable diversity of ways that schools are shaping delivery of extended services.

## Success factors

The study found that there were key success factors that were consistent across the schools, and are central to the delivery of effective services for the children and their families:

- The commitment, drive and motivation of the head teacher and staff within each school to deliver extended services tailored to meet the needs of the pupils and families
- Partnership with a range of other agencies, specifically health
- Recognition of the importance of multi-agency collaboration to achieve better outcomes for children and families
- High levels of expertise and expertly trained staff meeting the individual needs of pupils

- Creative and innovative ideas and determination to overcome barriers
- Holistic view of the pupils' and families' needs, and understanding of the individual support needs of parents and carers
- Methods of communication that enable all pupils to participate in decision making and choices
- Communication with and support for parents
- Putting the outcomes for pupils and families at the centre of developments

The findings reflect the view of the TDA which recognises that nationally, "In many ways, special schools embark on the development of extended services from an advanced position."

The position for many of the schools developing services is one of being involved in a process with a range of partners where a very broad range of needs is evolving. The aspects of delivering extended services that were identified through the study as requiring more specific solutions include:

- The provision of the full childcare offer (8am–6pm) is a challenging area for delivery
- The question regarding unmet needs in respect of whether the range of childcare services being offered are the services the families want, is one which remains an ongoing area for consultation for individual schools
- The training of staff in partner organisations within the private and voluntary sectors to deliver extended services is considered to be a priority in order to achieve high quality services in which parents could place their trust
- Access to the community and the range of facilities that could be offered to the community varies according to the location and suitability of the school premises
- Consultation to identify the needs of the community
- The main barrier to providing services beyond the school day which was most often referred to was transport
- Providing parenting support can be particularly difficult in relation to those parents and carers with whom there is little or no contact

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## Summary of recommendations

### **It is recommended that:**

- Individual schools consider how they can ensure that the appropriate range of childcare services are available to enable parents to make informed choices
- Schools and their partners establish regular, varied and accessible methods of consulting with families and children to ascertain ongoing needs
- Where a need for services is identified, the school aims to identify where appropriate provision can best be offered and in what ways their skills and knowledge can be used to support the quality of the provision.
- If the most appropriate service chosen by a family is located at a distance from the pupil's home, all efforts should be made by partners to ensure that the availability of transport does not remain a barrier to accessing the service.

# 2 Method

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## Phase 1

The first phase of the project was to carry out 'mapping visits' to all nine schools identified by the Regional Partnership. The schools were contacted by phone and suitable times arranged for an initial discussion to take place with the head teacher. In order to cover the breadth of aspects involved in the development of extended services, the format of the meeting aimed to follow an initial interview schedule. An interim report was presented at this stage.

Following the initial discussion, the information provided at the time, and also information available from recent inspection reports, specific aspects were identified to follow up with each school for Phase 2 of the project.

## Phase 2

A series of follow up visits were made to seven of the nine schools, with a specific focus identified from Phase 1, and follow up telephone calls were made to two schools.

## Phase 3

Presentation to special schools network facilitated by East Midlands Regional Partnership, including presentations from three head teachers of schools involved in the project.

# 3 Context

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## Policy background

In 2002 the DfES produced guidance on how schools could offer extended services such as childcare, study support, arts and sports activities, adult education and other services. The guidance highlighted how the Education Act 2002 provided flexibility for governing bodies to enter into agreements with other partners to provide services on school premises and to charge for some services. The Government's *Five Year Strategy for Children and Learners (2004)* included sections on extended activities schools should offer. There have been funding initiatives such as the Extended Schools Pathfinder initiative (2002–2003) which has provided information to support the dissemination of good practice. The Childcare Act 2006 places a new legal duty on local authorities to secure sufficient childcare provision for all parents who wish to work or train; delivery will be supported through extended services in and around schools and children's centres.

The *DfES Prospectus (June 2005)* takes the Government's agenda forward by stating that by 2010 all schools, including special schools, will be expected to offer extended services (and 50% by 2008). It links these developments to the Every Child Matters agenda and highlights the extra financial support being made available to support the development of extended services in and around schools.

## Core services

All schools need to offer access to a core of extended services, which will be developed in partnership with others. The Core Offer described in the *DfES Prospectus* aims to ensure that all children and parents have access to a minimum of services and activities. For mainstream and special schools, this includes:

- High quality 'wrap around' childcare provided on the school site or through local providers from 8am–6pm, all year round
- A menu of activities to be on offer such as homework clubs and study support, sport, music, dance and drama, arts and crafts, clubs, visits to museums, volunteering and enterprise activities
- Parenting support, including information sessions for parents at key transition points
- Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support and, for young people, sexual health services
- Community access to ICT and sports/arts facilities, including adult learning

## Childcare and school activities

The Government's ten year strategy for childcare, *Choice for parents, the best start for children*, sets out a key role for schools in ensuring that children experience high quality childcare. This aims to benefit the child, help raise standards in schools and help parents to return to work and to balance their work and family life.

# 4 Good Practice Case Studies in the East Midlands

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## Case study 1

### Consultation

The starting point for developing services was an open meeting with parents and interested partners to discover what services were wanted. As a result a 'wish list' with priorities was created. The school set about considering the delivery of the services identified. As a result, the services currently being delivered have developed incrementally in direct response to this consultation. The services are evaluated using a questionnaire and informal feedback. There is a high level of satisfaction.

Good use is made of informal as well as formal feedback to develop services and to identify areas for improvement, as well as build on strengths.

### Community access

There is a Family Centre established on the school site. The services and opportunities it offers to the community, parents and children are integral to the extended role of the school. The centre is run by a part time co-ordinator and volunteers who are supported by a steering group consisting of parents, professionals and governors of the school. The centre is primarily funded by fundraising within the local community, grants and donations. The co-ordinator arranges for the school's facilities and accommodation to be used for a wide range of activities and services for children and young people from birth to 19 in the local community with additional needs as well as parents, carers and siblings.

These include:

- 'Splash & Play', a weekly morning group which offers a range of stay and play activities for young children, parents and carers. Activities include swimming, story sacks, baby massage and creative play. There are also specific groups including Young Parents, Homestart and Connexions.
- 'Kids R US', an out of school leisure club for families and young people with additional needs from 5 to 16 years of age.

- 'Sunflowers', a weekly pre-school support group for children aged 0 to 5 with additional needs and their siblings. There are a range of activities available for the children as well as an experienced team of volunteers to support the children if parents choose to have a coffee and a chat with each other or spend time with their other children.
- 11 sessions of swimming lessons over three days, catering for pupils from 2 to 18 years with a wide range of abilities and needs.
- A range of after school sports activities.
- A music and interaction group held weekly on Saturday mornings. There are three sessions: under 6s, over 6s and a group for children with complex needs.

Most children who attend the school have dual placements in other early years settings, including other local schools. The school has developed the 'Inclusion Support Partnership' which is an outreach service; it is a rapidly growing aspect of the work of staff at the school. 'Inclusion Support Partnership' packages include:

- 'Sounds Good', a literacy project for pupils working at a significantly lower level than their age in reading, writing and spelling
- 'Ready Steady Learn', an opportunity to develop the use of sensory integration to support children in mainstream schools

As the school has developed its extended role, all members of staff have been encouraged to develop and hone their expertise to provide the additional services. A flexible approach to staffing has led to a number of staff being central to the delivery of services. The vision held by the head teacher and the Family Centre co-ordinator permeates throughout the school and is key to the development of the services. The school is successfully developing as a centre of expertise and a hub for high quality support for children and their families.

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## Parenting support

There are a range of approaches to supporting parents. These include:

- Parent support groups and coffee mornings offering advice, information and light relief
- Holiday drop in sessions for parents of children aged 6 and under
- A home support project that offers short term, home-based support to families of children aged 2–6 years who are on the autism spectrum
- Counselling: ‘New Dawn’ weekly counselling service provided by a qualified Family Therapist. The support is available for individual parents, carers, couples and families. The service can also be offered directly to pupils with additional needs.

Two parents are currently being sponsored to undertake training for Family Counselling as a direct outcome of the service they have been offered.

## Menu of activities

Following consultation with those taking part in after school sports activities, it was identified that some pupils wanted to participate in creative arts activities. There is now an art club held at the local college. It is led by two local artists who are employed part time by the school. The club offers two sessions for children aged 8–14 with additional needs. The first session is a ‘sensory experience’, where the parents participate alongside their children. The second session is ‘Art Mates’, which is a little more structured. Parents leave the children for this club. Art buddies from the local college encourage, support and begin to build friendships with the children.

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## Case study 2

### Consultation

The school has undertaken a range of formal and informal consultations regarding the provision that parents would like to see developed at the school. At a meeting held with parents the view was expressed that opportunities for residential experiences would be welcomed, as well as further holiday and weekend opportunities. A recent questionnaire to parents included exploring whether parents and pupils would make use of after school clubs. Of 45 returned, seven indicated an interest in the clubs. An additional two commented that their children would be too tired and one that the child was too young at this stage. Previous consultation had highlighted the need for weekend provision and there are now a range of Saturday clubs planned which include swimming, drama, football and computers. These activities are based upon the choices made by the pupils.

### Community access

The school has been proactive in raising its community profile and has worked very closely with a local primary school and college to establish a strong ongoing relationship. This began with a week long arts project which involved 10 pupils from each of the schools. The pupils came together on a daily basis alongside a theatre company which facilitated the participation of all the pupils in a range of arts experiences. This provided a platform for a successful launch of extended activities. The schools have gone on to develop further art projects where children work in pairs supporting each other.

The school is currently working alongside the college and planning to distribute a questionnaire to identify needs in the local community. The school facilities are used by a variety of groups, including a mums and tots club. The pool is used in the evenings and the facilities are used by other schools for meetings and training. The school provides opportunities for pupils attending other local schools to share its specialist facilities and expertise. There are a number of children who spend part of their week in mainstream schools. Staff have established the school as a centre of expertise within the community. They offer outreach support and training to other schools.

### Holiday provision

The school, in consultation with parents, had identified a gap in provision during the summer holiday. This led to the development of a two week summer school. The provision, 'Camp Chat Away', aims to meet the needs of children with range of communication abilities and is a whole family provision. Parents, children and their siblings come along together and take part in a variety of new experiences, many of them sensory. The focus is on the shared 'fun' of communication and providing the motivation for communication to make choices and take control in a different setting.

The school has well established relationships with speech and language therapists and has two members of staff who have been trained as assessors through the Communication Assessment Project. These staff, as well as a number of volunteers, plan, provide and evaluate the activities alongside the parents, children and their siblings. The impact of the camp is particularly evident in the progress individual children make with respect to their communication skills and also in the confidence the parents and siblings gain in communicating as a whole family.

Once the camp is finished, the parents are offered further guidance and support from a member of staff who is responsible for developing communication across the school. The feedback from the camps is extremely positive and many parents have suggested that they would be prepared to fund this to ensure its sustainability.

### Parenting support

The school hosts monthly coffee mornings which are well attended. There are also workshops which cover topics identified through discussions with parents and open days where parents can access equipment and advice. The school runs a 'school for parents', where parents can come with their children as young as 10 months up to 4 years of age. Parents are supported to understand the nature of their child's needs and to play and carry out activities alongside their children to support their development. The school has submitted a capital bid to build a parents room.

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## Case study 3

### Parenting support

The school has an established Family Learning group which is currently supported by New Deal for Communities funding. All parents of children who attend the school are invited to attend through a letter which is sent out when the child joins the school. This is often followed up by face to face contact at coffee mornings and school assemblies. This has been found to be an effective way of encouraging parents to join in. At present there are 12 parents who attend on a regular basis. The group provides a wide range of opportunities for parents and carers, including access to laptops and digital cameras which can be used to develop ICT skills as well as provide the means to make resources such as visual schedules to support children in managing routines at home.

The group has also received training to use Makaton and writing with symbols. This has proved very popular as it supports the parents in being able to communicate and interact with their children. The group recently organised a sensory bag book event which involved over 20 children and their parents as well as school staff and other professionals. Parents attending the group have the opportunity to receive support in developing their skills in English and maths and are given plenty of encouragement and support to develop in areas they are interested in. The group provides an informal forum in which parents offer mutual support and share knowledge and information.

The success of the group can be seen at many levels, including enhancing the confidence of parents to become involved with school activities, such as putting up displays and craft activities. One parent has taken up an opportunity for an NVQ qualification in Childcare and Education, two have become governors and one has taken up work as part of the catering staff. The parents are involved in planning the sessions and shaping how the service has developed.

### Menu of activities

The school organises an after school club one evening a week. The pupils also access arts and sports activities in the community. The voluntary organisation 'Umbrella' offers a range of activities held in a variety of community venues. These include:

- Holiday and play activities such as the 'Daybreak' scheme and the 'Rockets Group'
- Your Turn Project with activity support workers
- Ability Counts Coaching Club (football)
- Computer club

An after school club for pupils with autism has been created with the support of a parent support group. The school works with coaches from Derbyshire football club to provide sports coaching on site. The school is also involved in extensive work through the Creative Partnership. There have been three main projects focused in different classes across the school. One of the group's activities has been based around music, sensory and curriculum based around themes such as 'Myself' and 'Materials'. Another has been using drama and music games as a means to getting to know each other. Dance is being used by the third group to explore different ways of moving and creative expression.

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## Case study 4

### Consultation

The school recently contacted parents to ask whether additional childcare activities were wanted by the parents. At the time there were 34 children on the school roll; 19 replies were received. Three families identified that they would take up provision before school if it were available. In addition to those pupils who already accessed the after school club, six others would attend if transport were provided. Of the parents of pupils who currently attend the club, four identified that if transport were to be provided this would be more supportive. As a response to this information, the school is considering how pupils could access provision at their local mainstream schools. A starting point for this is identifying where the children already have a dual placement, to ensure that the prerequisites regarding accessibility and inclusive ethos have been addressed as well as specific areas of training for staff.

### Menu of activities

There is an after school club which runs once a week. The club is run by a member of the school staff with additional staff according to the number of pupils wishing to access it. The club aims to provide a wide range of opportunities, including sporting and adventurous activities. The children are involved in making choices regarding what is on offer. The school has a specific strength in giving pupils a 'voice'. The emphasis placed on the effective use of communication contributes significantly to children's ability to make their needs and desires known.

It has been identified that access to the club is dependent on parents being able to collect their children.

## Case study 5

### Childcare

The school organises a wide range of residential activities such as City Breaks, Youth Hostelling, cruises and outdoor pursuits. The school staff have what they describe as a 'why not?' approach and go to great lengths to involve as many pupils as possible.

Staff from the school attended training offered by the Local Authority and prospective provider partners also attended this, which offered the opportunity to identify what was currently on offer and what could realistically be offered in the future.

Consideration was given to which group the extended provision should cater for. Many community clubs already cater for the most able group of pupils at the school. Prior discussion had highlighted the loss of opportunity for the most vulnerable pupils following closure of the local Hydro pool and as a result Rebound Therapy had been introduced in school. In developing the idea of a service for this specific group of children there needed to be exploration of a range of assumptions. These included:

- Parents and pupils wouldn't want this service because these pupils may be less 'easy' to take out
- Lack of parental trust in volunteers coping with exceptionally high level of special needs
- Costs could be prohibitive in terms of staffing, transport, etc.

The needs of the pupils with profound and multiple learning difficulties were identified as follows:

- Physical therapy needs – especially in extended periods away from school
- Social needs – access to friends, purposeful activity in holiday periods, access within community

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The next step was to identify how the partners might collaborate to establish a service for this group. This included: pooling resources, sharing experiences, harnessing expertise, raising awareness, providing training, shared focus and shared use of accommodation. The process involved seeking pupil and parent views. A priority list of pupils who would benefit most from access to therapeutic activity during holidays was identified. The staffing of the group was given a great deal of consideration and it was agreed that there would need to be a careful balance of experience and skills. This would include experienced staff who knew the pupils, nursing expertise and voluntary group staff with experience of after school activities.

The school was identified as the best location as it provided access to specialist equipment. The voluntary group was able to provide transport and a driver as well as volunteers to work with the children. The keys to delivering the service in collaboration were:

- Valuing expertise and experience and trusting the judgment of different agencies
- Open, honest communication
- Regular meetings with agreed agendas and minutes
- Sharing responsibility
- Fair division of tasks
- Recognising that quality provision comes at a cost
- Evaluation

The first Fun Day was held in February 2007:

- 14 pupils attended
- There were two half day sessions
- Parents were highly satisfied
- Children were happy
- Fun Day staff were motivated and looking forward to the next occasion
- Therapists were delighted by the results of the high quality Rebound they were able to offer

### **Swift and easy referral to a range of specialist support services**

There is effective partnership with medical and therapy support which is integral to the provision at the school. A number of therapists are based at the school. There is excellent medical care for pupils from the nursing staff. There are also weekly clinics with the school doctor and consultants. All of the staff work together to provide comprehensive support to induct children into school. The delivery of services is by a multi-disciplinary team of staff who are well trained and experienced in meeting the needs of children with profound and multiple learning difficulties.

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## Case study 6

### Menu of activities

The school has initiated a wide range of opportunities for current pupils, pupils who attend other schools and students who have left the school. The school also facilitates a range of activities for adults with additional needs. The range of activities has evolved over time and in response to the desire of the staff at the school to raise expectations and aspirations of pupils who attend the school and for the experiences offered to extend beyond the school day and the school boundaries. The range of activities includes:

- Arts club
- Drama club
- Dance for students (16 plus)
- Poetry

The school enables the groups to take part in activities using facilities across the city; this includes leisure, arts facilities and the university. The school has strong links with the City Theatre Company and pupils have had opportunities to develop their skills through their involvement with the City Inclusive drama group. The school also runs a summer play scheme for two weeks; the scheme caters for over 100 pupils from a range of schools. The scheme has been made sustainable through the establishment of a Trust in the form of a limited company, which has the capacity for fundraising and takes responsibility for planning services.

### Consultation

The school is currently involved in identifying the needs of pupils with profound and multiple learning difficulties and how to provide services to support the development of friendships.

## Case study 7

### Childcare

The school has the accommodation to offer residential facilities. However, due to a range of challenging circumstances the school has not been able to offer this service. Whilst this remains a challenge, the school has used the opportunity constructively to offer extended day activities four days a week to 32 pupils aged 14–19 years. There is a 'core team' of four who are responsible for the planning, co-ordination and day to day delivery of the extended activities.

The groups have evolved over time as the staff aimed to offer a high quality service to meet a broad range of individual pupil needs. Initially the school hoped to offer the opportunity for extended services to as many pupils as possible and therefore used a three week rota system. However, this did not provide the consistency needed for pupils to take advantage of the new experiences and gain new skills. It was therefore decided to target pupils aged 14–19 years as there appeared to be a gap in services which offered a social focus or social peer group.

The groups operate four days a week. Some pupils join the groups after school whilst others may be involved from 1.30pm depending on the individual needs of the pupil. The activities are planned under three main areas:

- Skills for Life
- MOVE mobility
- Sensory and experiential

The activities include trips to the theatre and bowling, arts and crafts activities, mini enterprise as well as shopping and meal preparation. The experiences are paced to meet individual needs and provide opportunities for pupils to experience a real social dimension to their lives.

The residential facilities on site are used by the day care services to provide respite during holidays and weekends as well as a short break service for children aged 8–18.

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## **Transport**

In order for the pupils to access the activities the key issue of transport needed to be addressed. As with nearly all special schools, many of the pupils travel a considerable distance to get to the school. Although some parents choose to come to collect their children from school after the activities, some find it more difficult and this would then preclude their children from accessing the service. The head teacher has worked with the Local Authorities where pupils live and has negotiated transport to be provided for the pupils when they attend the activities. Consideration was given to the geographical location of the pupils in each group and in relation to which route they came to school, and agreement has been reached so that all pupils who access the extended services also have access to transport home.

Alongside negotiating transport arrangements, there were also individual contexts where families were provided with support for home based routines such as bathing and bedtime. Where it was identified that the provision of this service would restrict a pupil's access to the extended services, agreement was reached with the provider of the support to reschedule on the specific evening each week.

## **Consultation**

The school carried out specific consultation with pupils, staff and parents in relation to offering a Breakfast Club between 9.00 and 9.30am. This was well supported and most families have opted in to this opportunity. This has led to the 'traditional' snack and drink time which took place mid morning being replaced by more healthy options and choices, setting the pupils up for the day.

The pupils use the school council to put forward ideas for activities and are involved in decision making and making choices as part of the activities they are involved in. The school seeks constant feedback regarding the extended activities. The feedback has been positive and parents would like more activities to be offered.

# 5 Role of Local Authority

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- 5.1 Local Authority Children's Services structures and protocols underpin and facilitate the collaboration required at all levels to achieve the development of extended services which are inclusive and specialised.
- 5.2 Local Authorities have used a range of mechanisms to delegate funding to clusters of schools; the delivery of inclusive services should be one of the performance indicators for effective use of this funding.
- 5.3 Local Authorities have a duty under the Childcare Act 2006 to provide easy access to information regarding voluntary, private and statutory providers of services for children and families, in order that those seeking to work in partnership can identify potential partners.
- 5.4 Local Authorities provide a strategic overview of the development of services to plan maximum effective use of resources, both financial and in the use of personnel with expertise and experience.
- 5.5 Local Authorities aim to provide clear routes for communication and dissemination of good practice.
- 5.6 Local Authorities' role is to provide strategic support to ensure effective collaboration in the planning, prioritising and delivery of extended services, particularly with a view to ensuring the sufficiency assessment for provision for children with disabilities and special needs required under the Children Act 2006.

# 6

# Recommendations

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## It is recommended that:

- 6.1 Schools and their partners establish regular, varied and accessible methods of consulting with families and children to ascertain ongoing needs, where this is not already underway.
- 6.2 Individual schools consider how they can ensure that the appropriate range of childcare services is available to parents.
- 6.3 Schools aim to identify where appropriate provision can best be offered, where a need is identified, and in collaboration with those who know the child and the setting identify in what ways their skills and knowledge can be used to support the quality of the provision.
- 6.4 Schools are clear about the needs of the community and embark on a manageable project – this is vital. Schools have the opportunity to serve communities on many levels:
- The internal community: the pupils, the staff, the families and carers of the pupils.
  - The external community: the schools and settings in the local geographic neighbourhood and the local residents and businesses.
  - The extended community: the schools and settings local to the pupil's home, and other pupils or adults with additional needs.
- 6.5 Where the most appropriate provision chosen by a pupil or their family is some distance from the pupil's home, all efforts are made by the school, the local authority, voluntary and community partners and the parents to ensure that the availability of transport does not remain a barrier to accessing the service.
- 6.6 Where parental support based in the school is not reaching the full range of parents, collaboration with community groups and community based services is sought in order to provide appropriate support, information and advice in a way that those parents who want it find accessible.
- 6.7 Schools seek to maximise the choice of activities being provided for pupils by considering what else might be available at other schools, including those they already have links with.
- 6.8 Throughout the process of planning and developing services, priority is given to the short term, medium term and long term impact the services will have on outcomes for children and their families in respect of their health, safety, enjoying and achieving, economic well-being and making a positive contribution.

## Early Years

**The Parks (Rutland)** school for children aged 2 to 6. All children are in the Foundation Stage. Ten of the children have statements of special educational needs; others are being assessed. Children have a wide range of learning difficulties including autism, moderate learning difficulties, profound and multiple learning difficulties, speech and communication difficulties, visual impairment and social, emotional and behavioural difficulties. Nearly all children are White and they come from a range of family and socio-economic circumstances. Almost two thirds of the children come from the neighbouring local authority of Leicestershire (Ofsted 2005).

## Primary schools

**Fairfields (Northamptonshire)** school for pupils aged 3 to 11 with severe, profound and multiple learning difficulties and physical and communication difficulties, including autistic spectrum disorders. Most pupils are from White British heritage (Ofsted 2006).

**St Giles (City of Derby)** school for pupils aged 4 to 11 with severe learning difficulties, autism and other related needs. Pupils come from a variety of backgrounds, some less privileged than others, and all but 12 are from homes where English is the main language spoken. Of the 12 minority ethnic pupils, most are of Pakistani heritage (Ofsted 2004).

## All age schools

**Aspley Wood (City of Nottingham)** school for pupils aged 3 to 16 with severe physical disabilities, mostly due to cerebral palsy. Many have medical conditions and some have hearing and visual impairments. The majority are wheelchair users and a half of the pupils have no spoken language. A third of pupils are from backgrounds other than White British. Pupils travel up to an hour to get to the school and a third of them attend their local mainstream school for part of each week (Ofsted 2006).

**Ivy House (City of Derby)** school for pupils aged 2 to 19 with severe and profound and multiple learning difficulties including complex medical needs and children with shortened life expectancy. Many pupils come from the inner city areas of Derby. Approximately half the pupils are White and the remainder are of mainly Asian background (Ofsted 2003).

**Rosehill (City of Nottingham)** school for pupils aged 4 to 19 with autism. Pupils come mainly from the City of Nottingham or the County of Nottinghamshire. The socio economic context of the school is slightly less favourable than average. Most pupils are White British. Five pupils are from homes where English is not the first language. Three pupils are 'looked after' in public care (Ofsted 2005).

**Shepherd (City of Nottingham)** school for pupils aged 3 to 19 who have severe and profound and multiple learning difficulties. There are five different languages spoken by parents and carers, which reflect the ethnic diversity of those attending the school. Just under one fifth of pupils are from an ethnic minority background and 13% have English as an additional language. Pupils come from the City of Nottingham and the District of Broxtowe (Ofsted 2002).

**Stanton Vale (Derbyshire)** school for pupils aged 2 to 19 with severe and profound and multiple learning difficulties. Pupils come mainly from Derbyshire, with a few from City of Derby and Nottinghamshire. One pupil is from a minority ethnic group and there are no children with English as an additional language (Ofsted 2004).

## Secondary

**St Andrews (City of Derby)** school for pupils and students aged 11 to 19 with severe learning difficulties. The school has boarding provision and currently 18 pupils board during the week. Pupils' family backgrounds are quite varied and many live in areas of disadvantage. The number of pupils from minority ethnic backgrounds has been increasing over the past few years. Fourteen pupils are of Indian or Pakistani heritage. All pupils speak English (Ofsted 2005).

# Annex 2 Interview schedule

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## Phase 1

### Core offer

#### **Purpose**

To identify and characterise the activities undertaken by the nine schools.

#### **1. Core services**

**1.1** High quality 'wraparound' childcare provided on the school site or through local providers.

**1.2** Parenting support, including information sessions for parents.

**1.3** A menu of activities to be on offer such as homework clubs and study support, sport, music, dance and drama, arts and crafts, clubs, visits to museums, volunteering, and enterprise activities.

**1.4** Community access to ICT, sports/arts facilities, including adult learning.

**1.5** Swift referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support and, for young people, sexual health services.

**Q1.1** Which of the core services or extended activities are you currently delivering?

**Q1.3** Who delivers the services/activities?

**Q1.4** What staff development has taken place in connection with offering extended services?

**Q1.6** Who else is working with you in developing the extended activities? For example, other schools; other agencies/community groups.

**Q1.7** What links or partnerships with other initiatives have been established or enhanced?

#### **2. Existing opportunities**

**Q2.1** What is being offered to pupils and families at the school to enhance and enrich the school's curriculum and broaden their opportunities?

#### **3. Consultation**

**Q3.1** Who did you involve in the process of consultation? For example, students, staff, parents, governors, voluntary bodies; other agencies; community groups, Local Authority, etc.

**Q3.2** How/what methods of consultation have you used?

**Q3.3** What does the school want to achieve in relation to:

- The pupils/children (attending your or other schools)?
- The parents?
- The community?
- The staff?
- The school as a whole?

#### **4. Problems and strategies**

**Q4.1** Have you met any barriers in developing the core activities/ services? For example, in relation to consultation, accessibility, partnership, premises, leadership and governance, staffing and delivering the service, funding, transport.

# Annex 3 References and further reading

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*Extended Schools: Providing opportunities and services for all* (ref: EXSG), DfES, 2002

Cummings, C. Todd, L. Dyson, A. *Extended schools pathfinder evaluation: issues for schools and local education authorities*, Research brief (RBX18-03), DfES, 2003

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*Evaluation of Full Service Extended Schools Project: End of first year report* (ref: RR680), DfES, 2005

*Extended schools: Access to opportunities and service for all – A prospectus*, DfES, 2005

*Extended services in schools and children's centres* (ref: HMI 2609), Ofsted 2006

*Extended schools and health services: Working together for better outcomes for children and families* (ref: TDAD/0139/2006), DfES/DoH, 2006

*Extended services: Supporting school improvement*, DfES, 2006

Gilby, N. Mackey, T. Mason, J. Ullman, A. and Clemens, S. *Extended Services in Primary Schools in 2006*, Research Report 809, DfES, 2006

## **Ofsted Inspection Reports**

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Fairfields, Inspection number 281172, Inspection date 7 February 2006.

Ivy House, Inspection number 259810, Inspection dates 7–10 October 2003.

Parks School, Inspection number 280792, Inspection date 12 December 2005.

Rosehill, Inspection number 268621, Inspection dates 17–20 January 2005.

Shepherds, Inspection number 195166, Inspection dates 4–7 March 2002.

Stanton Vale, Inspection number 259000, Inspection dates 4–6 May 2004.

St Andrews, Inspection number 279080, Inspection dates 29–30 September 2005.

St Giles, Inspection number 258996, Inspection dates 1–4 March 2004.

# 4Children

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4Children is the leading agency shaping and influencing national policy, and developing and delivering a wide range of innovative children's services throughout the country. 4Children plays a key role in the current move to universal and preventative services for children and families, highlighting the need for and supporting integrated thinking and delivery throughout childhood and adolescence; 0-19 years.

*Consultancy 4Children* provides authoritative advice and strategic support to help turn policy into practice.

4Children works closely with a number of government departments, including the Treasury, Department for Education and Skills (DfES) and Department of Health on strategic planning and development. The organisation is commissioned by the DfES to provide innovative Fast Track strategic intervention and roll-out support to Local Authorities, and to support the delivery of extended services including childcare in and around schools.

4Children's network of senior consultants offer strategic and operational advice on developing children's centres, extended schools, youth services, and wider support for childcare in partnership with the voluntary and community, private, and independent sectors.

Find out more about *Consultancy 4Children* at: [www.4Children.org.uk](http://www.4Children.org.uk)

# Regional Partnerships

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Multi-agency and collaborative working has defined the Regional Partnerships approach since they were established in 1999. Funded by the Department for Education and Skills (DfES), the Regional Partnerships have developed a unique partnership approach to policy and practice development in children's services.

The Partnerships' main focus is upon improving services and provision for children with special educational needs and disability. In April 2006, the focus of the Partnerships widened to support many children with additional needs or whose circumstances make them vulnerable, including those who are Looked After by the Local Authority.

The Regional Partnerships work through a range of stakeholders from statutory agencies, voluntary and community sector and regional Government Offices.

The East Midlands Regional Partnership is facilitated by Pat Graham and Pat Bullen. They are supported by Keeley Jenkins, the Partnership's Administrator.

Find out more about the East Midlands Regional Partnership at: [www.em-rp.org.uk](http://www.em-rp.org.uk)



[www.4Children.org.uk](http://www.4Children.org.uk)

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