

London Borough of Barking and Dagenham

Children's Services

Delivering Extended Services In and Through Schools

December 2007

Foreword

The Council's vision that "together we will build communities and transform lives" and the Children and Young People's Plan, provide the over-arching direction to this strategy. It aims to ensure that the interests of local children, young people and families lead the planning and provision of services. The strategy builds on the Council's successful children's centre programme which provides integrated services for children and families. Its success will depend on schools, children's centres, children's services, adult and community services, regeneration, leisure services, health trusts, the emergency services and private and voluntary sector organisations, working co-operatively and collaboratively together.

Schools are at the heart of local communities and already play an important role in their neighbourhoods. By extending their services, schools will be able to develop and strengthen their links with children, young people, their families and the local community. Schools are ideally placed to deliver and signpost services which support the Every Child Matters programme, which is designed to bring together all partners to improve outcomes for children, young people and their families.

We aim to ensure that by 2010 all schools will be offering and signposting to activities that enrich, educate and enable children and young people to live healthier, safer and fulfilling lives. Services should deliver better outcomes for children, young people and parents, meeting their needs and raising their aspirations. Services should be available for everyone including children and young people with special educational needs or who have Learning Difficulties and/ or Disabilities (LDD). This does not mean that every school will offer the same services but across the borough appropriate services will be offered to meet varying needs.

How a child or young person performs depends on much more than what happens in the classroom. It is important that Children's Services professionals consider these issues together, paying due regard to the impact of the broader range of physical, social and emotional well being issues. Extended school services will provide children and young people with increased life chances by offering opportunities for personalised learning and increased parental involvement and support for their children's learning.

Children and young people who do not achieve well at school are most at risk of being involved in and becoming the victims of crime. They are liable to become and remain unemployed and live unhealthy lifestyles. This cycle of disadvantage is likely to be continued when they have children of their own. A key determinant of the success of extended services therefore, will be whether attainment in schools is raised for all children, particularly the most vulnerable.

Cllr J. Alexander, Lead Member for Children's Services.

Summary

Extended services in and through schools in Barking and Dagenham will build on the borough's successful children's centre programme in order to create a joined up approach to providing services. Locating children's centres on school sites and planning services together provides a model of developing co-ordinated, integrated and seamless services for children aged 0-19, their families and the community as a whole. By providing specialist and targeted services within the context of universal services appropriate support will be provided to children, young people and families as early as possible and in a non-stigmatising way.

It is the Government's intention that by 2010 all schools should provide access to the extended school's core offer which consists of:

- a varied menu of activities, combined with childcare in primary schools;
- community access to schools facilities;
- swift and easy access (referral) to targeted and specialist services;
- parenting support.

Not all schools will deliver all elements of the core offer on their premises nor will schools necessarily provide services directly. They can commission specialist providers and link families with existing local provision through the clusters of schools and children's centres, where appropriate. This joined up approach to service delivery will ensure the efficient and effective use of resources and enhance longer term sustainability. It will also facilitate the integration of extended services with neighbourhood management and the development of play and youth services across the borough.

Children, young people and parents will be empowered to be actively involved in the development of extended services in and through schools. Particular attention will be paid to hearing the voice of young children, the most vulnerable such as those who have LDD or additional or complex needs, are in the care system and children in families that are seen as hard to reach.

This strategy aims to support schools, children's centres and other relevant providers to work together in localities, where appropriate, to ensure the core offer can be accessed through every school. These arrangements will enable the assessment of current levels of provision in each area so that new services can be developed in a co-ordinated way based on the identified gaps and needs of each area.

Six main localities have been identified, encompassing clusters of schools. These areas are based on ward boundaries where appropriate but take into account physical boundaries such as main roads and railways and the location of schools. They are also linked to the boundaries used by the health services and to the neighbourhood management areas. It is recognised that within these areas

smaller groups of schools will cluster more naturally together. As the regeneration of the borough continues, these areas will need to be reviewed.

Vision

Schools and children's centres to become universal access points for integrated and inclusive services which are responsive to identified needs and ensure every child and young person from 0-19 achieves the five outcomes.

Background

Extended schools are at the heart of the *Every Child Matters* programme which is designed to bring together all partners to improve outcomes for children, young people and their families. There is no statutory requirement that every school must offer extended services but it is a Government expectation that all children, their families and their communities will have access to the services set out in the core offer by 2010. While there is no statute that requires schools to provide extended services, there are statutes which cover roles and responsibilities.

The Children Act 2004 places a duty on local authorities through children's trust arrangements to work with key partners to strategically plan, commission and co-ordinate extended services. The Education Act 2002 states that maintained schools' governing bodies must provide or arrange for the provision of extended services. This Act covers the right for schools to provide services and charge for them within their agreed charging policies.

The Education and Inspections Act 2006, places a duty on governing bodies to promote well being and community cohesion and to take the local Children and Young People's Plan into consideration. The Childcare Act 2006 places a duty on local authorities to secure sufficient childcare places for parents in their area. It must manage the childcare market to ensure there is a match between supply and demand. This Act also establishes some minimum quality standards for activities outside school hours. The Act places a duty on local authorities to work with their partners in the NHS to improve outcomes for all children and to reduce inequalities.

Links to other strategies

This strategy is part of the overarching Children and Young Peoples Plan 2006-8 which forms the basis for all service development and delivery. It also links to a number of other Council strategies including:

Seen and Heard, The Engagement Strategy for Children and Young People

Aims to engage and empower children, young people and families to participate in the planning of services that affect them.

Integrated Services for Children and Families through Children's Centres

This strategy locates children's centres on school sites thus creating the foundation of extended school services and the opportunity to plan services for children aged 0-19 as a continuum.

Parenting Support Strategy

This strategy will provide a co-ordinated approach to the way in which parents and carers are supported. It identifies the need for a single commissioner of parenting support.

Strategy for Integrated Youth Services

Youth services have a key role in terms of developing recreational and diversionary activities through extended schools that are appropriate, engage young people that are hard to reach and identify those at risk and in need of additional services.

Building Schools for the Future: Strategy for Change

BSF is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school, including developing schools' capacity to delivery to the extended schools core offer. BSF for primary schools is to begin in 2009.

Community Cohesion Strategy

Schools and the extended services they provide have a crucial role to play in developing positive attitudes for the future.

Planning for our Sporting Future, Sports Strategy

A five year strategy for Barking and Dagenham covering the full period leading up to the Olympic Games in 2012

Neighbourhood Management Strategy

The development of extended services will be intrinsically linked with the work of the neighbourhood management teams.

Culture Strategy

Extended schools are well placed to promote and develop cultural and arts activities for children, young people, their families and the wider community.

Play Strategy

This strategy will ensure that play and leisure opportunities will be planned strategically and with the active involvement of children and young people.

Adult Basic Skills Initiative

This initiative is a local response to the national strategy to raise standards of adult literacy and numeracy in the borough.

Aims

To ensure all children, young people, families and communities have access to the core offer of extended school services by 2010.

To ensure schools, with children centres, become universal access points for integrated and inclusive services for children and young people aged 0-19 and their families.

To ensure schools and children's centres provide access to the services children, young people and their families need.

To ensure that services are developed coherently within a community.

To ensure continuity of provision of support services between children's centres, primary and secondary schools.

To establish systems for monitoring the impact of extended services on the achievement of children and young people, particularly the most vulnerable.

To use the experience and expertise of providers in the voluntary sector when planning services.

Rationale

Extended services in and through schools are intended to have a positive impact on standards by providing opportunities to promote attainment and identify and overcome barriers to learning at an early stage and in an integrated way. There are also benefits for parents and the local community through providing advice, support and opportunities to improve their qualifications and skills, including parenting skills.

Evidence shows that extended services in and through schools bring benefits to vulnerable children, young people and their families and offer the potential to intervene positively in the cycle of disadvantage. Results in the first wave of full-service extended schools improved at twice the national average rate between 2005 and 2006. These schools improved their Key Stage 2 average point score by 0.5 points, compared to an increase of 0.1 points in control schools and an increase in the national average of 0.2 points. The percentage of pupils achieving five plus A*-C grades at GCSE (Key Stage 4) and equivalents increased by just over 5 percentage points, compared to an increase of 3.5 percentage points in schools in the control group and an increase in the national average of 2.5 percentage points over the same period.

Children and young people also need safe, stimulating spaces to play, relax and develop their leisure and cultural interests, outside the standard curriculum areas. Facilitating the development of leisure and cultural interests will contribute to their overall personal, social and emotional development. Imaginative, fun activities designed around the interests of children and young people, can engage them constructively during their leisure time. This can have a positive impact on social cohesion, building communities and crime reduction. In addition leisure activities foster individual life skills and interests that can be pursued into adulthood, which can enable the ability to balance work and life. All this can help to expand horizons and raise expectations.

By developing extended services schools can:

- improve pupil attendance, motivation, attitudes and behaviour;
- support improvements in standards by responding to pupils' individual needs with a personalised offer;
- re-engage hard to reach pupils and enhance support for vulnerable children;
- improve parental engagement with the school and with their children's learning;
- develop opportunities for cultural and sporting activities;
- make better use of school facilities for the community;
- provide support to staff and parents from visiting multi-agency teams;
- enable parents to return to work and so reduce the number of children living in poverty;
- reduce health inequalities through greater take up of school based health and social care services.

A varied menu of activities, combined with childcare in primary schools

In primary schools this means:

- access to a varied menu of study support and play activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year.

In secondary schools this means:

- access to a varied menu of study support activities which also offer young people a safe place to be from 8am to 6pm during term-time and more flexibly in the holidays (secondary schools do not need to provide access to formal childcare).

A varied menu of activities might include academically-focused activities (from extra tuition for those who have fallen behind to more challenging opportunities for the most able), homework clubs, arts and creative activities, sports activities, and other recreational activities, including play. What is offered will depend on what consultation shows that children and young people want, together with needs identified in the school improvement plan. Childcare should be offered in response to demand shown through consultation, so if there is no demand for childcare after 5.30pm, for example, then this does not need to be offered. Equally, holiday activities will need to be shaped around demand in order to be sustainable. The development of childcare places on school sites must therefore be informed by the local extended schools audit and Childcare Sufficiency Assessment and by detailed local market research. Any school

considering offering childcare should contact the Group Manager for Extended Schools who will be able to provide the relevant information on supply and demand for places in the area and assist with consulting parents as to the level of demand.

Neither childcare nor any of the activities need to be provided directly by schools. Schools will gain significant benefits, including a greater range of activities, more sustainable provision and minimal additional workload, from working with existing or new providers in the voluntary, community or private sector (including childminders for childcare), and from working in localities to provide these services together. Provision does not need to be on a school site if suitable transfer arrangements are in place. Where the governing body of a school wishes to be direct deliverers of childcare, it will mean being responsible for employing staff, administering and charging for the provision.

Childcare, including holiday schemes, should:

- be in response to an identified need;
- be affordable (locally based judgement in line with the economic status of the area);
- be guaranteed (sessions cannot be cancelled);
- be provided by an OFSTED registered provider;
- meet the national standards regarding care (facilities, space, staffing ratios etc.);
- be signposted to by schools;
- be inclusive.

The local authority will:

- support schools to consult parents on the level of demand for childcare;
- ensure that childcare providers comply with all relevant safeguarding legislation as determined by the Local Safeguarding Children's Board;
- provide an assessment of the supply and demand for childcare in an area;
- provide advice on contractual issues;
- provide training to governing bodies;
- provide guidance on fees;
- identify suitable providers through the council's procurement process to provide childcare to a range of schools;
- help to promote the childcare offer;
- support the inclusion of all children and young people;
- monitor the quality of provision.

The local authority will provide:

- a directory of providers;

- guidance on contractual issues such as employment and payment of staff;
- guidance on charging policies, legal issues, insurance, child protection and workforce remodelling;
- support with the development of healthy schools and sporting activities.

Parenting Support

Supporting parents means providing access to:

- parenting programmes using structured, evidence-based programmes, as well as more informal opportunities for parents to engage with the school and each other
- family learning sessions to allow children to learn with their fathers and mothers
- information sessions for fathers and mothers at the beginning of primary and secondary phases
- information about nationally and locally available sources of information, advice and support (the LA should already provide this).

Many schools currently provide a range of parenting support and we will need to identify the best programmes and support their roll out across the borough. Local authorities now have a responsibility to develop a parenting support strategy and identify a single commissioner of parenting support services whose role will be to commission parenting support service on behalf of schools and children's centres. This includes taking active steps to reach out to the most excluded parents. The strategy will ensure a consistent approach to providing a continuum of high quality parent support services (0-19). Schools, children's centres and other agencies will participate in engaging parents in these programmes.

The local authority will:

- commission only recognised evidence based parenting programmes using existing providers where possible;
- support schools to make the most of existing services run by private, community and voluntary providers;
- provide specialised support for those parents who need it;
- provide up to date information on the advice and support available to parents;
- provide family learning sessions to allow children to learn with their parents(including basic literacy, numeracy and English as a second language);
- develop links with providers from health and the private, voluntary and community sector;
- co-ordinate the work of the Parenting Support Advisers and family support workers in schools to ensure consistency of provision (particularly in secondary schools);
- facilitate links to providers of adult learning so that schools are able to provide language, literacy and numeracy support as well as other learning activities.

Swift and Easy Referral to a Wide Range of Specialist Support Services

Schools, working closely with other statutory services and the voluntary and community sector, should have a focus on early identification of, and support for, children and young people who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or other difficulties. Schools should have processes in place to identify these children and young people. Children's Trusts partners are developing arrangements and services to support schools, which include: access to health services (e.g. speech and language therapy, sexual health advice and support, Child and Adolescent Mental Health Services, and drugs and substance misuse advice and support), SEN and disability services; behavioural support (e.g. from educational psychologists, education welfare officers and behaviour and education support teams); and support from youth workers, family support, mentors, social care workers and counsellors.

Until 2008, schools should review whether current arrangements are effective in identifying children in need of support. They also need to use information provided by the local authority to support such children and signpost parents to support, where appropriate. From 2008, arrangements for Children's Trusts, the common assessment framework (CAF), Contact Point (the information sharing index), lead professionals and multi-agency teams should be in place in all areas to support swift and easy access. From 2008 it should mean that:

- schools are proactive in identifying children's needs, using the CAF where appropriate, and providing support through the school, with support from other services, or from other services directly, where that is more appropriate. Where this is the case, access to services should be swift and effective in ensuring that the child's needs are met, with someone (in the school or in another service as appropriate) co-ordinating interventions and monitoring their impact, liaising with the child and their family, and taking further steps when needed.
- local authorities and partners in children's trusts have clear procedures (e.g. CAF) in place to identify children's needs and bring services together to provide effective multi-agency support from professionals, in and through the extended school. Referral pathways should be clear and effective, with agreed frameworks for communication and accountability.

In order to achieve this all schools must:

- have clear, internal procedures in place for the early identification of children and young people in need of support including emotional and health needs;
- provide in-school support such as SEAL with direct access to support if that is the child and young person's choice;
- ensure swift assessment for any pupil identified as having additional or complex needs by an appropriately trained member of the school staff;
- know how to make referrals to a wide range of specialist support services (speech and language therapy, mental health, social care, family support, behaviour support, educational psychology, sexual health services);
- nominate an individual to communicate with parents and liaise with external services to monitor their impact;
- use the Common Assessment Framework (CAF) to identify additional needs and ensure that interventions/referrals are appropriate;

- take on the role of Lead Professional, where appropriate;
- ensure that legal responsibilities are complied with;
- ensure that any commissioning is consistent with local priorities and services;
- use guidance provided by the local authority to signpost adults to services which are accessible.

The local authority will:

- develop clear procedures to support schools in identifying children and young people with additional needs based on the Common Assessment Framework;
- provide support for schools with referral pathways, swift engagement and agreed protocols;
- offer support to schools on integrating preventive work into the curriculum;
- involve schools in discussions about children and young people, children's trust services, availability and organisation;
- liaise with the PCT to plan and deliver a range of health services to be provided via schools;
- provide guidance on the range of services available in the area, based on the electronic service directory and the procedures for making a referral to those services;
- provide training on the use of the Common Assessment Framework, information sharing, the lead professional role, integrated working and ContactPoint;
- provide training, advice and guidance through the local safeguarding children board (LSCB);
- support the setting up of cluster arrangements to enable easy access for staff and parents to consult with specialist support services;
- provide a framework and guidance for multi-agency collaboration to ensure there is co-ordinated and targeted support for children with additional needs and their families;
- support the development of multi-agency teams to organise services.

Community Access to School Facilities

Where a school has facilities suitable for use by the wider community (e.g. playing fields, sports facilities, IT facilities, halls), it should look to open these up to meet wider community needs in response to an assessment of local demand. There is no need to open up facilities if they are not suitable, or if opening them would duplicate existing high-quality community facilities. Local authorities should be aware of the facilities that are currently available in their area and should plan with schools to complement these and avoid duplication. Schools should also offer access to adult learning programmes through the school itself or through a cluster of schools or local providers. Local authorities, local Learning and Skills Councils and local colleges will all be able to help in shaping this provision.

This wider access:

- should be based on the needs of the community;
- can be met by the school directly or by signposting to other schools and facilities either within their own or another cluster;
- can be at any time, including during the school day;
- ensure the safety and security of the school community.

The local authority will:

- facilitate links with our city learning on-line centres and test bed schools in order to enhance community access to ICT facilities;
- identify existing providers;
- support individual schools to both develop on site access and signpost to facilities;
- facilitate links with sports centres, leisure centres, the sports development unit, schools sports co-ordinators and relevant specialist colleges to provide all schools with the information needed for parents and the community.

School Improvement Planning

Extended services in and through schools should be developed as an integral part of school improvement planning. School Improvement Partners, General Inspectors and Advisory Teachers and will have a key role to play in helping schools make this happen. The emphasis should be on the outcomes that extended services can deliver for children and what barriers those services can overcome.

Developing extended services should form part of schools ongoing self-evaluation processes. The OFSTED Self-Evaluation Form (SEF) will serve as a useful tool in the development of extended services. Schools will be asked to set out the range of extended services that they are offering on their self evaluation form and to briefly set out the evidence based on impact. Establishing effective evaluation procedures from the outset will help schools and local authorities prepare for inspection.

The Role of the Children's Trust

The Children's Trust is responsible for drawing up the Children and Young People's Plan which provides the overall strategic direction for the delivery of children's centres and extended schools. Children's Trust arrangements, underpinned by the Children Act 2004 duty to co-operate, bring together all services for children and young people in an area to focus on improving outcomes.

Through the Children's Trust arrangements the local authority and Primary Care Trust must work with key partners to strategically plan, commission and co-ordinate extended school services. The arrangements should ensure services are brought together to provide effective, multi-agency support for children, young people and families including:

- parenting support;

- health services, including speech and language therapy;
- advice and support on sexual health, drugs and substance misuse;
- child and adolescent mental health services;
- SEN and disability services;
- youth work, positive activities, peer mentoring and counselling;
- social, emotional and behaviour support;
- child protection, social care and looked after children's services.
- housing;
- transition arrangements, including into adulthood;
- police and community safety;
- leisure.

The Role of the Local Authority

The local authority has a key role in strategically planning and supporting the implementation of extended school services by bringing together schools, children's centres and other organisations in locality clusters. While understanding that the locality clusters will each develop their own priorities for extended services, and that some services cannot be clustered, the local authority must retain a strategic role in providing central, specialist support, training and guidance for the delivery of the core offer within the borough.

The local authority additionally has to provide information to the government on the progress that schools are making towards delivering the full core offer. The local authority is therefore responsible for keeping an up to date audit of services.

The local authority will:

- provide guidance to schools on the range of services available to support children, young people and adults based on the electronic Children's Service Directory. Information on thresholds in relation to eligibility criteria and availability will be included;
- engage schools in discussions about the Children and Young People's Plan, the Children's Trust and the availability and organisation of services;
- manage the childcare market so that there is a match between the demand for and supply of childcare places;
- support schools to consult with children and young people;
- maintain an audit of existing services and use this and consultation information to identify gaps;
- help schools to monitor and support the quality of provision;
- develop the necessary infrastructure to support schools and commission services;
- develop working processes to implement the strategy;
- monitor the use of funding to ensure it meets grant requirements;

- help schools to use the Common Assessment Framework to identify children and young people who would benefit from support.

Role of health services

Primary Care Trusts are key partners in the Children's Trust and the local model for delivery of health services through children's centres and extended schools need to be clarified through the Children's Trust arrangements.

Health services play a vital role in the lives of children and young people, with health professionals as the first point of contact with parents even before their child's birth. PCTs, practice based commissioners and health colleagues will want to make the best use of opportunities to provide health services from schools and build these into the Trust's overall plan for the provision of services in their locality. Co-located services including those to promote emotional and mental health and well-being, family support and sexual health services will also be planned to deliver on school sites. Health visitors and school nurses are key to the delivery of the swift and easy access element of the Extended Services core offer. In line with other professionals that work with children and young people, health visitors and school nurses will use the Common Assessment Framework to identify and support children and young people with additional needs.

Role of school governing body

Where they exercise their powers to provide or arrange the provision of extended services, school governing bodies are responsible for the delivery of those services. This does not mean that schools will provide all of the services themselves and should not increase teachers overall workload, but that school governing bodies will take a strategic overview of how to enable access. Schools can offer access to extended services on-site or off-site; through partners in the private, voluntary and independent sector; on their own or through cluster arrangements.

School governing bodies should have a clear understanding of the ongoing costs of delivering extended activities and how they will be funded. Governing bodies will need to establish a process for measuring the impact and uptake of extended services and link this to the school improvement plan. As they develop extended services, school governing bodies may need to invite additional members to represent users or providers. Governing bodies already include parents, local community and staff representatives. Some may become formal governing body members by being appointed as community governors (provided they meet the requirements). Others may have associate status.

Governing bodies are required by the Education and Inspections Act 2006 to promote well-being and community cohesion and to have regard for their local authority's Children and Young People's Plan. In turn local authorities must ensure that schools are engaged in discussions about the plan. The Act also provides for statutory Parent's Councils representing parents' views to governing bodies. The

Education Act 2002 requires school governing bodies to consult widely with their local authority, parents, pupils and the community- including the appropriate faith groups –before they develop extended services

Consultation

The implementation of this strategy requires schools to consult with their local communities and respond to identified needs, putting the child and young person at the centre.

Children and young people need to be empowered to be actively involved in the development of extended services in and through schools. A key mechanism for hearing the views of children and young people will be through the network of school councils. Particular attention will be paid to hearing the voice of young children, children and young people who are the most vulnerable such as those who have special educational needs, are disabled or are in the care system, and children and young people in families that are seen as hard to reach.

Schools must also consult staff and unions to agree how services will be delivered. Schools must make a particular effort to ensure they are consulting with all local parents. They need to reach out to parents who may have had negative experiences of schooling and as a result are less willing to accept services delivered on school sites. A borough wide parent's forum will also be used as a mechanism for engaging parents in the planning and development of extended services.

Schools need to encourage parents to:

- be involved in planning activities for children and young people;
- identify activities for themselves such as adult literacy, parenting support, computer skills;
- help run particular activities;
- give ongoing feedback on the extended services programme.

Apart from service users, service providers will be enabled to influence the ongoing development of extended services. This will be facilitated by ongoing forums to which a range of local providers will be invited. Stakeholder meetings will be held with the aim of enabling participants to influence policy developments.

The local authority will:

- support schools to hear the views of children and young people through the development of school's councils;
- facilitate forums of local providers;
- convene stakeholder meetings and events;
- establish a borough wide parent's forum.

Monitoring and Evaluation

Schools will need to keep the services they offer under regular review. Where there is under-achievement in a particular curriculum area schools might wish to develop services to support this. Feedback should be sought from users and observations made of services. The impact of extended services on outcomes for cohorts of children should be monitored. Systems for monitoring the impact of extended services on outcomes for children and young people, particularly the most vulnerable, will need to be developed.

Schools might consider gaining accreditation towards recognised quality standards such as the Quality in Study Support (QISS). This will all provide useful evidence towards future OFSTED inspections. Where out of school childcare is provided by an external organisation this will be inspected separately by OFSTED.

The local authority will:

- support individual and localities of schools to gather feedback from users on extended services;
- help schools to monitor the quality of extended services, as part of the systematic visits to schools by the Community Inspection and Advisory Service;
- support individual and localities of schools to undertake focused reviews on particular aspects of the core offer of services..

Infrastructure and working processes

Extended services in Barking and Dagenham will build on the borough's successful children's centre programme and will provide a range of preventive services to support and improve outcomes for children. Children's centres have been located on school premises and developed alongside local neighbourhood health care in order to tie universal education, health and community services more closely to both targeted and specialist services. This will continue with the development of extended school services.

Extended schools in Barking and Dagenham will be based around six locality groups of schools and children's centres. The proposed localities were developed in consultation with partners and will provide the means for bringing professionals together to deliver integrated services for children and young people. The six identified areas are based on ward boundaries where appropriate but take into account physical boundaries such as main roads and railways and the location of schools. They are consistent with the boundaries used by the health services, the police and neighbourhood management. It is recognised that within these areas smaller groups of schools will cluster more naturally together and that some services cannot be clustered effectively. The areas will need to be reviewed, particularly as the regeneration of the borough continues.

The rationale for locality arrangements is:

- the gaps in services in each locality can be more easily identified and plans to co-ordinate development can be drawn up:

- the work of the local authority teams and partner organisations can be more easily co-ordinated;
- sign-posting opportunities are more easily identified which will lead to more sustainable provision;
- by targeting resources according to identified needs better use is made of finite resources;
- by working collaboratively schools will be able to extend their offer of service.

The locality groups will each develop their own priorities for extended services. However the local authority will maintain a strategic role in providing central, specialist support, training and guidance for the delivery of the core offer within the borough.

Agencies working borough wide will contribute to the core offer at children's centres and through extended schools. A borough wide multi-agency steering group of key partners will be established to facilitate the integrated delivery of services by ensuring effective communication between key partners and the co-ordinated delivery of services. The key partner agencies include health, police, private and voluntary sector providers, children's centres and schools, youth services, social care, neighbourhood management, housing and leisure. Extended schools consultants from a range of professional backgrounds have been trained and will provide local knowledge and expertise.

The six geographical localities will each be served by a local, multi-disciplinary team of staff from the various agencies. These teams will be responsible for agreeing local objectives and delivering local services based on identified needs. Core teams of professionals within the six localities will encourage integrated working and information sharing systems. The Common Assessment Framework and lead professionals will help these multi-agency teams to establish a more coherent and effective way of working together and meeting children's needs more quickly. Amongst those involved will be school nurses, health visitors, admissions and attendance officers, educational psychologists, youth workers, voluntary agencies, the local police and housing. Each locality will have an identified link social worker to provide advice, support and consultation to schools. Three modern matrons employed by the Primary Care Trust will oversee the development of health services in localities.

The development of services in each area will be supported by an area co-ordinator employed by the local authority who will facilitate partnership work between the range of service providers in each area in order to:

- establish what is already in place;
- develop knowledge about the range of local services;
- identify new opportunities;
- identify gaps;
- plan new services;
- help avoid duplication of services within a cluster.

To ensure effective use of resources schools will be encouraged to share information about the services they offer and work together in groups to:

- identify local gaps in service provision;
- establish the need for particular services;
- consult on potential and existing services with children, young people and families;
- explore viable options for sharing services between school (e.g an out of school club that can provide a service for more than one school);
- make recommendations for projects to be funded from the cluster funding allocation;
- construct an action plan which prioritises services to ensure all schools are helped to deliver the core offer.
- update the audit of services as required.

Finance

The local authority has overall responsibility for managing the programme and for the distribution of core funding and for co-ordinating and accounting for resources provided “in kind” or on a “quid pro quo” basis. It is important that extended services are sustainable. The available funding is time limited so services should be developed which can be continued when the pump priming ceases.

Schools can use their devolved budgets to support pupil focussed extended services that they can demonstrate bring an educational benefit to children, but not to support extended services that are solely community focused activities with no educational benefit.

The current funding for extended schools comes from four main sources:

Jack Petchey Foundation Fund

This is accessed by all secondary schools within the borough and contributes significantly to the range of study support activities they offer.

Big Lottery Fund

This has been granted to a small number of schools to increase the variety of activities available.

Standards Fund

This will be devolved to schools through the clustering arrangements. This will be either held at the centre or in bank school in the cluster. It will be released to schools on receipt of an action plan outlining how the money will be spent. It can be used to support the full range of extended services including both pupil and community focused activities.

General Sure Start Grant

The revenue grant is to support the infrastructure to develop extended services and the capital grant is to fund minor enabling building works in primary schools.

Building Schools for the Future

BSF is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school, including developing schools' capacity to delivery to the extended schools core offer.

From April 2008 funding will be devolved to clusters of schools based on a funding formula agreed by the school's forum. This will be based on the pupil numbers in each school, age weighted in favour of primary pupils. The money can either be held centrally or held by a bank school agreed by the locality. It might be most appropriate for this to be a secondary school as they may have more capacity to administer the funds. The devolved funding must be used to deliver extended school services in line with the identified needs of the cluster. An action plan identifying how services will be delivered will need to be produced before the money is released. The use of the money will be monitored.

To ensure effective allocation of funding, schools must bring information about the services they already offer and work together in cluster groups to identify local gaps in service provision and establish that there is a need for that service;

- consult to ensure that services developed will be used by children and families;
- explore viable options for sharing services between schools (e.g. an out of school club that can provide a service for more than one school);
- ensure that projects are properly costed and have a plan to enable future sustainability;
- make recommendations for projects to be funded from the cluster funding allocation;
- update the audit of services as required;
- supply monitoring information on how funding was spent.

The local authority will:

- request updates on the audit of services;
- request monitoring information to ensure funding is properly spent.
- devolve all Standards Funds to clusters of schools.;
- ensure proposals for spending are prioritised to ensure targets are met for schools to develop the full core offer of services;

Background Papers

Extended services: supporting school improvement

Extended services toolkit for governors

Governance of Children's Centres and Extended Schools

LBBB Children and Young People's Plan 2006-09

Extended Schools: a prospectus (DfES)

Extended Schools: Building on Experience (DfES)
LBBB Children's Centre Strategy