



Governors' Handbook 2020-2021

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Sir Tom Finney Community High School
Ribbleton Hall Drive , Preston, PR2 6EE
Tel. No. 01772 795749
Headteacher: Mr. Shaun Jukes P.G.C.E, B.Phil (special education)
Email: head@stfch.lancs.sch.uk



Welcome note from the Headteacher

Dear Governor

May I take this opportunity to thank you for joining the Governing Body of Sir Tom Finney Community High School. You will receive a Governor Induction Pack from the Local Authority about the role and responsibilities of a Governor in general. This pack is more about the school and some introductory information you may find useful.

Should you require any more information or wish to come into school, have a look round or join in with classes or have a special interest then do not hesitate to ask.

Shaun Jukes

Headteacher

Our Website and Details

Our website

www.stfch.lancs.sch.uk

This is a valuable source of information for all parents, staff and governors. It should be noted that the contents will be amended as required, so it is important to keep checking the website for new information.

This is also the place to read our regular Newsletter, Policies, Local offers, and prospectus and so much more.

[Our Facebook page to support our parental community and professional engagement](#)

www.facebook.com/sirtomfinneycommunityhigh



Sir Tom Finney Community High school
Challenges; Inspires; Empowers and Prepares
OUR learners for adulthood
'Learning and Achieving Together'

BY

Having an inclusive community that develops the opportunities to release and build upon an individual's personal, social, emotional and academic potential; to enrich their quality of life; in an environment that is safe and secure with a climate that supports, celebrates and values the success, achievements and attainments of everyone. Where the challenge of diverse individual learning is met by a responsive curriculum and differentiated teaching to ensure access, engagement, and participation.

UNDERPINNED BY CORE VALUES

- A commitment to equality and inclusion
- A broad, rich, relevant and stimulating curriculum
- High quality teaching and learning
- Personalisation to meet individual needs
- High aspirations and expectations
- Teamwork
- Flexibility, adaptability and responsibility
- Positively respond to developments in SEND provision

'Ofsted Judgements'

'Learning and Achieving Together'

OFSTED (November 2017):

'Students... benefit from dynamic and inspirational teaching'

'Students make good progress in their reading, writing and mathematics'

'Students grow in confidence during their time in school. They make excellent progress with their verbal communication skills'

'Staff are compassionate and kind and understand students as individuals. This contributes to students' progress and attainment'

'The school's values ensure that students are prepared well for life in Modern Britain. Students are taught independent living skills throughout the school. Their awareness of equalities is excellent. As one student stated: We accept everyone for who they are.'

'Students behaviour is exemplary. This is because of the excellent role models that staff'

'Relationships between students and staff are

'Leaders ensure that the curriculum offers a broad range of options to cater for students' individual needs. Students make good progress in subjects'

'Students are supported in a highly nurturing environment that places their safety and well-being as the highest priority'

A copy of the full report is available from the school office or the school website

www.stfch.lancs.sch.uk or www.ofsted.gov.uk

Holidays and Closures

The full list of holidays and closures can be found on our school website.

The Governing Body – September 2019

Representing	Name	Contact No.
Co-opted	Mrs K D Jones Chair	01772 701399 djones@stfch.lancs.sch.uk
Co-opted	Maureen Rothwell Vice Chair	07864570861 mrothwell@stfch.lancs.sch.uk
Staff Governor	Simon Chester	01772 795749 schester@stfch.lancs.sch.uk
Staff Governor	Paul Main	01772 795749 pmain@stfch.lancs.sch.uk
Parent Governor	Laura Jolliffe	c/o school ljolliffe@stfch.lancs.sch.uk
Parent Governor	Sharon Woolley	c/o school swoolley@stfch.lancs.sch.uk
Parent Governor	Sharon Hadley	c/o school shadley@stfch.lancs.sch.uk
Co-opted	Rosemary Hurley	c/o school r.hurley@stfch.lancs.sch.uk
Co-opted	Gail Beaton	c/o Acorns School 01772 792681 gbeaton@stfch.lancs.sch.uk
Co-opted	Ian Fazackerley	07890777181 ifazackerley@stfch.lancs.sch.uk
Headteacher	Shaun Jukes	01772 795749 head@stfch.lancs.sch.uk
Clerk to the Governing Body	Governor Services	01524 581185

Governing Body Committees

Finance, Resources and Premises Committee

Mrs K D Jones Chair
Mr S Jukes
Mr S Chester
Mrs S Hadley
Mrs L Jolliffe

Performance Management/Pay Committee

Mrs K D Jones Chair
Mr I Fazackerley
Mrs M Rothwell

Staffing Discipline/Attendance and Dismissal Committee

3 untainted governors

Student Discipline Committee

3 untainted governors

Student, Curriculum and Standards Committee

Mr P Main Chair
Mrs Gail Beaton
Mr S Jukes
Mr Ian Fazackerley
Mrs M Rothwell
Mrs R Hurley
Mrs S Woolley

Complaints, Appeals/Grievance Committee

3 untainted governors

Nominated Governors

SEN/Safeguarding/Child Protection –Mrs G Beaton
Training Link – Mr S Chester
Health and Safety – Mr S Chester/Mrs K D Jones
Data Protection – Mrs K D Jones
Personal, Social Development (inc. Sex/Relation education) – Mrs S Hadley
External Personal Development/Welfare – Mrs Hurley
Internal Personal Development/Welfare-Mrs Woolley
Staff Wellbeing – Mrs M Rothwell
S3/4 - Mrs K D Jones
Post 16 & Pupil Premium –Mr I Fazackerley
IT. Online safety & Computing – Mrs G Beaton
Semi-Formal Teaching & Learning - Mr P Main
Formal Teaching & Learning – Mrs S Hadley
Experiential teaching & Learning – Mrs M Rothwell
LASGB – Chair/vice-chair

A Model Code of Conduct for Governing Bodies

The following code is suggested as a model. It provides a statement of the broad principles by which the governors of the school could operate. It may be adopted as it stands or adapted to reflect different governing bodies' ways of working.

General

The headteacher is responsible for the day to day management of the school, the implementation of policy and the operation of the Curriculum. Governors have a responsibility for determining, monitoring and keeping under review, the policies, plans and procedures within which the school operates.

- The main aim of the school is to raise the educational achievement of all its students.
- The governing body will contribute most effectively to this aim by focusing on its three roles:
 - To provide a strategic view of where the school is heading
 - To act as a critical friend by providing support and advice to the school
 - To hold the school to account for the educational standards it achieves and the quality of the education it provides.
- All governors have equal status. Although governors are appointed and elected by different groups, their central concern is the welfare of the school.
- Governors have a general duty to act fairly and without prejudice at all times.
- In so far as they have, or share responsibility for the employment of staff, governors should fulfil all reasonable expectations of a good employer.
- Governors should consider carefully how their own decision might affect other schools.
- Governors should encourage open government and should be seen to do so.
- Governors do not act alone but as members of a corporate team. Individual governors have power only when it is delegated specifically to them by the whole governing body.

Commitment

- Being a governor involves significant amounts of time and energy. Careful regard should be paid to this when agreeing to serve or to continue to serve on the governing body of a school.
- All governors should involve themselves actively in the work of the governing body and accept a fair share of the responsibilities, including service on committees.
- Regular attendance at meetings of both the full governing body and committees is essential.
- Governors should know the school well and take opportunities to visit it and become involved in school activities.

Relationships

- Governors should strive to operate as a team in which constructive working relationships are actively promoted.

- Governors should develop effective working relationships with the headteacher, staff and parents.

Confidentiality

- Governors must observe complete confidentiality when asked to do so by the governing body, especially in relation to matters concerning individual staff, students or parents.
- Although decisions reached at governors' meetings are normally made public through the minutes, the discussions on which decisions are based should be regarded as confidential.
- Governors should exercise the highest degree of prudence when discussion of potential contentious issues arises outside the governing body.

Conduct

- Governors should express their views openly within meetings but accept collective responsibility for all decisions.
- Governors should only speak or act on behalf of the governing body when they have been specifically asked to do so.
- All visits to school should be undertaken within a framework which has been established by the governing body and agreed with the headteacher.
- In responding to criticism or complaints relating to the school, governors should refer to the schools 'Complaints Procedure' for the correct procedure to be followed and advise the complainant accordingly.
- Governors have a responsibility to maintain and develop the ethos and reputation of the school. Their actions within the school community should reflect this.
- Any pecuniary interest that a governor may have in connection with the governing body's business must be recorded in the register of pecuniary interests
- Where an interest is declared, the governor must leave the meeting while the item is under discussion.

Training and Development

Governor training and development is important. It benefits the school and individual governors and can help to develop effective teamwork. Governors are encouraged to undertake training to further their individual interests within the governing body and the work of the governing body.

Mentoring

An experienced governor who acts as a mentor to new governors can provide support and a listening ear for all aspects of the work of the governing body. Governors should be prepared to act as mentors, as required.

Meetings

Individual governors do not have any authority in school. It is the collective decisions of all the governors together that carry authority. The activities that governors undertake outside meetings can be seen as preparation for the times when the governing body 'goes live' – in a meeting.

It follows that if a governing body is to carry out its functions well, its meetings are crucial. Below is a suggested 'Meetings Charter'. If the Chair, the Head, the Clerk and all the governors subscribe to, and implement, a charter such as this, the governing body will be giving itself the best chance of coming to informed, collective decisions.

Meetings Charter

As a governor I expect:

- People to attend regularly and be punctual
- An agenda and relevant documents to reach me at least seven days before the meeting
- An agenda that makes clear the purpose of each item
- A Chair who keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions and keeps discussions to the point
- My contributions to be heard and others to contribute to the discussion
- The decision-making process to be quite clear
- Governors to work together and not to be stubbornly partisan
- Governors to take collective responsibility for decisions
- Minutes that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting

Others can expect me to:

- Attend regularly and
- be punctual
- Read the agenda, minutes and other papers before the meeting and note items I want to say something about
- Bring my papers to the meeting
- Make relevant and positive contributions
- Listen to and consider what other people want to say
- Accept my share of collective responsibility, even for those decisions that I do not personally agree with

Visiting the School

- Governors do not automatically have the right to enter the school. However, they do need to have the opportunity to arrange visits to the school in order to see governors' policies in action and to understand how the school works.
- In order to avoid misunderstandings arising, it is advisable for every governing body to draw up its own policy on governor visits. The details of such policies will vary from school to school, but common principles worth observing are:
 - All governors should visit the school

- The total number of visits per term should be agreed in advance with the headteacher. Too many visits can be disruptive to students learning
- The date and timing of a visit should be arranged in advance with the headteacher and other staff involved.
- Visits should have a clear focus, linked to a school policy, a curriculum area or an aspect of the school development plan
- If a governor is going to spend time in a classroom, this should be discussed with the class teacher so that both are clear how long the governor is coming for, what they are going to look at and what they are going to do
- Governors should understand that their visits do not replace professional inspections or the monitoring role of the headteacher that they see.
- If governors are concerned about any aspects of what they have seen this should be discussed with the headteacher.
- After the visit, the governor should report back, in writing to the governing body. How this is to be done should be made clear in the policy. A written report should be discussed with the headteacher before publication.

Key Activities for Governors

Key Activities for Governors to note

The school's strategic direction

- Champion our vision, values and ethos
- Agree priorities for school improvement and future direction
- Consider governance structure



Typical inputs

Improvement Plans and School regeneration
Local aspirations/agenda
National standards agenda
Parent and student voice
Assessment data

Teaching and Learning

- Student attainment, progress and achievement
- Student behaviour, attendance and safety
- Teaching quality and staff development



Performance data
Ofsted reports
Self-evaluation
School visits

Actions

- Agree improvement targets and strategies
- Agree allocation of resources
- Agree how to monitor and review progress



Improvement plans
Budget data
School self-evaluations
Assessment reports and data

Performance manage our school leaders

- Appoint/Appraise headteacher and support their leadership
- Challenge school leaders to account for progress
- Ensure financial probity and efficiency



Performance data
Financial data
School visits
Appraisal processes

Check we are fit for purpose

- Focus on role and purpose
- Review and evaluate ourselves and ways of working
- Make sure members have necessary skills and training to deliver key activities and functions of Governing Body
- Ensure statutory obligations are in place



Policy context
Ofsted criteria
Self-evaluation
SFVS
Governor Training

Each of these key activities can be broken down further into a range of actions. For example, to help governors understand the school and monitor and evaluate the school's performance, actions might include:

- Looking at information about achievement – student progress tracking, results of national tests and assessments, data from baseline assessments etc.
- Receiving reports – HT's report to governors, reports from subject leaders, progress reports against priorities in the improvement plan, and self-evaluation, reports from the local authority adviser, reports from senior staff, reports about lesson observations
- Meeting with members of staff to explore issues
- Learning walks – with a member of staff looking at classrooms, playtimes, displays etc.
- Attending lessons to get a first-hand view of the school at work and how children learn
- Talking with students
- Meeting with groups of students, for example the school council, to talk about what children like about the school and what could be better
- Attending senior leadership team and staff meetings as an observer
- Attending parents evenings to provide an opportunity for parents to meet governors
- Attending school events – assemblies, awards assemblies, friends' events
- Reviewing the outcomes of questions
- Linking governors with subjects and improvement plan priorities

Managing own effectiveness as a governing body

How well do we focus on our key functions and undertake our key activities? In other words, how do we check that we are 'fit for purpose'? There are several tools to help:

- Ofsted criteria (see extract from Ofsted School Inspection Handbook)
- 20 Key questions for governing bodies (see National Governors Association)
- Self-evaluation tool and action planning (Lancashire County Council) – this links closely with the 20 NGA questions
- 'Home-made' tools based on key actions

The Ofsted criteria broadly encompass the area covered by the NGA and LCC focus questions, but also include specific questions which are 'flavour of the month' e.g. evaluation of the impact of student premium.

References

A useful reference for Governors is: Governors Handbook (DfE, March 2019). This is downloadable from the DfE website <https://www.gov.uk/government/publications/governors-handbook>

National Governors' Association 20 Key Questions

Twenty key questions for a school governing body to ask itself:

Right skills: Do we have the right skills on the governing body?

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

Effectiveness: Are we as effective as we could be?

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
8. Does every member of the governing body make a regular contribution, and do we carry out an annual review of the governing body's performance?

Strategy: Does the school have a clear vision?

9. Have we developed long term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

Accountability of the executive: Do we hold the school leaders to account?

11. Do we understand the school's performance data well enough to properly hold school leaders to account?
12. How effective is our performance management of the headteacher?
13. Are our financial management systems robust and do we ensure best value for money?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

14. How do we listen to and understand our students, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

Role of Chair: Does our chair show strong and effective leadership?

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in a good succession planning?
19. Are the chair and committee chairs re-elected each year?

Impact: Are we having an impact on outcomes for students?

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

DFE Governors Handbook (revised March 2019)

The Department of Education produce a Governors Handbook which is available to all Governors. Please take the time to read this and this should help with any questions. The Handbook can be found at <http://www.gov.uk/government/publications/governance-handbook>

The handbook highlights three core functions for governing body/boards:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its students, and the performance management of staff
- overseeing the financial performance of the organisation and making sure that its money is well spent, including the pupil premium.

In addition to the above, the school inspection handbook also states, those with governance are responsible for ensuring that the school fulfils its statutory duties, for example under the Equalities Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

School's Portal

When you are elected as a Governor you will have access to the School's Portal. This is where messages are placed, documentation is available (from and before meetings) and all information you might need as a Governor. This is a valuable source of information and you should ensure you do have access. (See School Business Manager to set up).

Training

Training courses are available every year and a full list of these can be found in the Training and Development Programme booklet which you should receive from Lancashire Governor Services. The first course which would be beneficial is the New Governors course. Others relevant to your skills and to any committee to which you belong should also be considered. It is very useful to attend those courses which you might feel beneficial to you in expanding your skills and giving more to the school

Useful Telephone Numbers

Chair of Governors (Mrs D Jones) djones@stfch.lancs.sch.uk	c/o Sir Tom Finney School 01772 795749
Sir Tom Finney Community High School mailmaster@stfch.lancs.sch.uk	01772 795749
Headteacher (Mr Jukes) head@stfch.lancs.sch.uk	01772 795749 07875 076 733
School Business Manager (Mrs J Jukes) sbm@stfch.lancs.sch.uk	01772 795749 07875 076 864
Lancashire Governor Services	01524 581185

School's Curriculum Summary

Overview

Within Key Stage 3 students are organised into age-based tutor groups at the start and end of the day running from Y7 – Y9 and **ability**-based teaching and learning groups for subject lessons. In Key Stage 4 the tutor and ability groups are the same across Year 10 and Year 11. In the Further Education (post 16) department, tutor groups may be of mixed age or age based (depending upon numbers in each year cohort) with ability-based teaching and learning groups for subject lessons.

Within each department the curriculum delivered is split into 3 distinct categories:

- a) A formal curriculum – based upon the national curriculum and option choices generally for those operating cognitively above P scales, preparing to work toward standard expectations.
- b) A semi – formal curriculum – based upon a creative themed approach incorporating structured play-based development for those operating cognitively between P4-P8, working below standard expectations
- c) An experiential/sensory based curriculum for those operating cognitively between P1-P3, well below standard expectations.

There are always exceptions and some cross over between the broad offers may be in the best interests of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

The Curriculum in Key Stage 3 (Years 7,8,9)

For the formal curriculum, students are taught in ability-based groups for all subjects. The timetable covers the core subjects of English, Maths, Science, Computer Science, Physical Education, Religious Studies and Personal, Social, Health and Citizenship Education and non-core subjects such as Humanities, Design and Food Technology, Art, Music and Drama etc. Lesson content is differentiated to meet the individual needs and ability levels of each student.

Those students who are working within the semi-formal curriculum will have individual objectives derived from the core subjects running alongside a topic, themed approach that is centred upon structured play-based learning opportunities.

Those operating at a profound and multi-sensory level will be taught in a creative and experiential group. For these students, all lessons are differentiated based on 'Routes for Learning' and linked to an achievement continuum taken from the Rochford Review model of learning and assessment.

Students in KS3 also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects are delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

The Curriculum in Key Stage 4 (Years 10,11)

The curriculum in KS4 (years 10,11) follows a similar pattern to that in KS3, however there is an increase in emphasis on a personalized timetable of accreditation and option choices. Students may be offered nationally recognized qualifications at an appropriate level which include GCSE, BTEC Entry Level OR Unit Award. GCSE has a specific individual focus if a student is working at the required expected level. BTEC is delivered in Science. Entry Level and Unit Award selection includes ICT (other nationally recognized accreditation may be offered to specific individuals), English, Maths, Science, RE and PSE. Performing Arts concentrate on LAMDA examinations, production and performances. Option choices (accredited where appropriate) include Construction, PE, Creative Media, Art and Design, Horticulture, Life skills, Sensory, Food Technology, Independent Travel and Hair and Beauty with some sessions taking place off-site. The school also offers access to work related learning and employability; work experience and enterprise education.

This curriculum entitlement will allow all learners, irrespective of need or ability or disability to follow a progression pathway linked to academic, vocational and personal development routes.

Students in KS4 also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects are delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

The Study Programme in the Further Education Department (post 16 Y12-14)

The FE Department follow an individual study programme tailored to suit needs, abilities, aspiration and preferences. The key skills of English and Communication, Maths, PSHE and Computing form the core of the programme. Work placements and work-related learning experiences are offered both off and on-site towards gaining vocational qualifications. The Department also works closely with other local FE providers through its College Links programme which provides students with a flavour of what local college establishments can offer post-19. Plus, a transitional links programme to support those moving into social care settings. On top of this we also offer a wide range of option activities in conjunction with KS4.

e.g. GCSE/Entry level Art, Drama (leading to London Academy of Music and Dramatic Art awards), Life Skills, Music, Multi-Media, Inclusive PE, The Duke of Edinburgh Award, Food Technology, Hair and Beauty, Horticulture, Community Sports, Construction, Hydrotherapy, Travel Training, Collaborative Links and Well-Being.

Students in FE also have the opportunity to access the hydrotherapy pool based upon need.

Some subjects are delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Semi-Formal and Experiential Groups

The Semi-Formal Group offers a curriculum that combines an element of formal learning specifically linked to English and communication and Maths, Computing and PSHE alongside themed creative and play based learning suitable for individual developmental stage. As students' progress developmentally they will, over time, follow the more formal approaches delivered in key stage ability groups.

The Experiential Group offers a themed base curriculum that specializes in a multi –sensory approach and is designed for learners who present with complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development and physical movement.

Students in these groups also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Religious Education (RE)

The school does not have any religious affiliation, but does, however offer a broadly Christian ethos, whilst respecting and valuing all other faith and denominations of students and their families who attend the school.

Religious Education is taught as a discrete subject on the timetable and includes elements relating to all the World's major religions to aid understanding and respect for each other. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of RE unsuitable for their child may withdraw their child from taking part. ***To do this the Headteacher must be informed in writing.***

Assemblies

The school is split into departmental assemblies. The assemblies will be based upon a focus for the week' and will have a broadly religious component to them as well as an achievement component. Students participate in assemblies at a level matching their ability or a level within which they feel comfortable. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of assembly unsuitable for their child may withdraw their child from taking part. ***To do this the Headteacher must be informed in writing.***

Sex and Relationships Education (SRE)

SRE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum. Each student will be treated as a specific individual and the information will be differentiated according to an individual's learning ability and level of understanding.

The underlying principle is that we offer the knowledge and information to keep our young people safe and secure and for them to understand their emotions, physical development and personal responsibilities and personal safety.

Homework

Homework is available for those students whose parents/carers wish their child to undertake additional study at home. The activities can range from practical tasks, generalising learnt skills,

reinforcing individual educational targets to specific subject based homework. In the first instance parents should contact a students' pastoral tutor to discuss this.

Educational Visits/Residentials

The school considers the use of educational visits, education in the community, educational opportunities at other establishments and longer stay residential experiences an essential element of a student's overall educational entitlement. They enable students to learn, develop, practise and generalise their learning in realistic settings and other environments. All visits out of school undergo a risk assessment process; to make this easier we ask for parental permission at the start of the year to cover routine, curriculum based out of school activities. Visits outside of this or of a 'one off' nature will be the subject of individual requests for permission.

Charging Policy

An agreed principle is to recover the costs of an out of school educational activity and that parents/carers will be asked for a voluntary contribution towards those costs with an assurance that any lack of contribution would not deny any student the opportunity of participation. However, it is also made clear that should insufficient funds be contributed then the activity may not take place.

Similarly, some subject activities require expenditure on specific resources such as ingredients for Food Technology and contributions may be requested, again a lack of donation would not stop a student accessing the activity.

All requests for contributions would be non-profit making and cover costs only.

Work related learning or enterprise groups participate in activities that are intended to introduce students to the idea of work, business and profit making. In these circumstances' students will be 'selling' a product and would be charging in order to recoup costs and make a small profit, which goes back to the students.

Those students who are entitled to the Pupil Premium Grant/Bursary funding may have this funding called upon to help towards the contributions required for that specific child.

Extended Service Provision

Extended service provision is intended to support schools to provide appropriate services to contribute to an enrichment agenda. Schools provides a 'core' offer of services including:

- A varied menu of activities
- Information for or signposting for parents/carers
- Arrangements for identifying and reviewing children and young people in need of support
- If there is a demand, community access to its premises

At Sir Tom Finney Community High School, we have a wide and varied menu of lunchtime clubs and after school activities including ICT, art, bike and go-karting, football, swimming, dance, integrated sports, signing and sensory. As well as residential experiences and holiday clubs funded via bids to Lancashire Breaktime.

The library collates a range of information and guidance material available to parents/carers about opportunities for activities, family learning and support. Whilst school holds information on a wide variety of Special Educational Needs and curriculum subjects.

The school accommodates a local Scout troop specifically targeting our student clientele and works closely with its partner lettings company to ensure the facilities of the school are available for additional community use.

Community Cohesion

Community cohesion is incorporated into curricular content and included into policy, procedure and practise.

Specific examples include: Acting as a venue for Parent/Carer associations and other district authority-based meetings, work related learning activities, fundraising events, working with other agencies, extended educational visits, acting as venue for a scout troop, consultant and health related clinics for medical and therapy services of the PCT and for collaborative meetings between partner schools and providers. We also work closely with a partner organisation to facilitate lettings of specialist rooms and facilities such as the hydrotherapy pool, sports hall, drama hall, computing suites and conference rooms. Examples of community users include: aqua toddler groups, dance troupes, martial arts groups, football and other sporting organisations and adult learning providers.