

# Enrichment offer Policy and SOP

**Lead Director**

Melanie Burrough, Director of Therapies & Education

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**Lead Author(s)**

Maz Hanlon, Deputy Head Teacher

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**Criteria Readers**

Launa Randles, Head teacher  
Janice Organ, Senior Specialist Teaching Assistant

Ellen Paterson  
Sue Mooney  
Holly Pickett  
Elaine Lush  
Carla Chadwick

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## **Contents**

### **Policy**

- 1 Purpose and Objectives
- 2 Scope
- 3 Definitions
- 4 Stakeholder Consultation
- 5 Related Policies
- 6 External References and Guidance

### **Standard Operating Procedure (SOP)**

- 1 Roles and Responsibilities
- 2 Process/ Procedure

### **Document Change Control**

### **Appendices**

Appendix 1 - Stakeholder Engagement Checklist

# Policy

## 1. Purpose and Objectives

This aim of enrichment offer policy is to define the policy and procedures to allow all pupils to have the opportunity to encounter safe and appropriate experiences that provides them with the incidental learning opportunities during music sessions, sporting/physical activities, themed sensory stories, and social interaction. Our enrichment offer consists of planned activities during half terms and some holidays, our lunch clubs during the school day and after school clubs. With this offer we provide planned, suitable, accessible, and engaging opportunities, allowing pupils to thrive & flourish in their learning and personal development.

The objectives of the policy and procedure are to:

- Establish and assign clear accountability from the planning and resourcing through to the setting up and running of our enrichment offer.
- Support educational professionals to meet the needs and EHCP objectives for the children and young people.
- Ensure that all colleagues are aware of their individual responsibilities before and during the enrichment offer.
- Comply with regulations outlined in DfE health and safety on educational visits 2018.
- Manage risk during the enrichment offer being proportionate and sensible, focusing on how to manage genuine risk.

Relevant laws and regulations include but are not limited to:

- Learning Outside the Classroom Quality Badge
- KCSIE 2023

## 2. Scope

This policy applies to:

- All colleagues across The Children's Trust school, school therapy team and school residential houses.

## 3. Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

TCT	The Children's Trust
TCT SCH	The Children's Trust School
SOP	Standard Operating Procedure
CYP	Children and Young People
Routine internal visit	Educational lessons in a different TCT location/grounds
External educational visit	Educational trips that need a risk assessment and extra planning
EHCP	Education, Health, Care plan

EVO	Education Visits Co-ordinator
DSL	Designated safeguard Lead
MTP	Medium Term Planning
KCSIE	Keeping Children Safe in Education

#### **4. Stakeholder Consultation**

Appendix 1 details the stakeholders who were consulted in the development of this policy and SOP.

#### **5. Related Policies and Procedures**

The following policies and procedures stated below support the effective application of this policy and SOP:

- Child Protection and Safeguarding Policy and associated SOPs
- The Children’s Trust Outings Policy & SOP 2021
- Missing Children Guideline policy & SOP 2022
- TCT Transport Policy
- Educational visits policy and SOP 2023

#### **6. External References and Guidance**

The following external resources and guidance were consulted in drafting this policy and SOP:

- Supporting people with profound and multiple learning disabilities Core & Essential Service Standards
- DfE Health and Safety on Educational Visits 2018
- Keeping Children safe in Education 2023
- Working Together to safeguard Children 2018

### **Standard Operating Procedures (SOP)**

#### **1. Roles and responsibilities for enrichment weeks**

- **Headteacher / Chair of Governors**
  - The Head Teacher takes ultimate responsibility for the enrichment offer provided by The Children’s Trust school in conjunction with the Chair of Governors
  - Ensure the enrichment offer is available and accessible to all who wish to participate irrespective of gender, religion, ethnicity, medical need or physical ability.
  - Ensure appropriate insurance arrangements are in place.
- **Deputy Headteacher (EVC)**
  - Have an overview of the enrichment week offer as planned at the weekly STA meetings.

- Liaise with the lunch time co-ordinator to ensure all lunch clubs are running smoothly.
  - Support the evaluation, planning, staffing and resourcing requests for enrichment offer during the STA meeting.
  - Ensure that the offer planned is appropriate and differentiated for all the CYP at The Children's Trust School and the activities provides opportunity to support personal development whilst having fun with peers.
  - Ensure that all appropriate risk assessments are up to date and signed off.
- **Regulatory Compliance lead.**
    - Support STA team in ordering and collating resources to ensure activities can be meaningful and fun for all CYP.
    - Be named DSL during enrichment weeks and ensure all safeguarding procedures and policies are followed.
    - Ensure all Health and Safety policies are being followed.
- **MUSST lead**
    - Support Deputy Headteacher with planning and timetable for enrichment weeks.
    - Liaise with the Lunchtime co-ordinator to offer a variety of activities and leisure opportunities for all CYP in school.
    - Liaise with the therapy school lead, Health play specialist and heads of houses to support the after-school club offer across the houses.
- **Senior STAs**
    - Take overall responsibility for planning and organising enrichment offer during the Weekly STA meeting.
    - Senior STAs to plan the main theme and link with play and leisure teams relating to the timetable activities offered.
    - Complete required risks assessments prior to enrichment offer starting.
    - Take overall leadership of staff and pupils during enrichment offer and liaise with house managers and school therapy team to ensure joint up working.
    - Monitor that all staff are up to date and follow the child's care plan (medical / behavioural / individual risk assessments).
    - During enrichment offer weeks, any concerns or difficulties should be escalated to members of the school management team on site during this timeframe. Senior STA should raise concerns with the Regulatory Compliance Lead, who will escalate to Director of Therapy and Education or another director in their absence.
    - Liaise with lead school nurse and CSM in the event of any medical concerns / emergencies to obtain further advice.
    - Record attendance for all residential and day pupils.
    - Ensure CYP have appropriate clothing for activities planned.
    - Support evaluating enrichment with STA team and school management to inform future planning.

- **STA team**
  - In allocated groups, support Senior STAs in planning and resourcing activities.
  - Before ordering new resources, check current stock and reuse where possible.
  - In allocated groups, set up classrooms at the end of the last school day before the start of the enrichment offer.
  - Capture video or photo evidence (for those with consent) during enrichment offer and share with families via ClassDojo platform.
  
- **School Nurse**
  - In collaboration with MUSST lead / Senior STA and STA team, ensure children has the equipment, and staff with required competencies to support participation in the activities.
    - Suitable clothing (including suncream if appropriate)
    - Adequate supplies for personal care needs and feeding.

## 2. Process/ Procedure for enrichment week

### Planning phase

- Decide on a suitable theme linked to personal development or other situational / religious event in the community (e.g. valentine's day, Christmas, Halloween, friendship etc).
- Linked with head of houses and play & leisure team to liaise about any educational visit days identified or external visitors coming to site for whole site events.
- As part of the planning process, evaluate the previous enrichment offer to identify any areas that could be improved.
- Set up a timetable with regular activities e.g., yoga, music, sound bath and morning hello circle.

### Enrichment Preparation

- Conduct regular enrichment meetings with the Specialist Teaching Assistants (STA) team.
- Allocate specific tasks to individual members of the team according to skills and interests.
- Plan meaningful activities and source required resources based on the chosen theme, adjusting the timetable to avoid conflicts.
- Contact school therapy team for services such as rebound, hydro, or drive deck activities.
- Purchase necessary resources within the allocated budget.

### Staffing and Timetabling:

- Allocate staff based on needs of attending CYP, staff competencies, and knowledge or individual CYP. Consider allocated annual leave, assigning STAs to specific houses or day pupils.

- Add therapy sessions, activities, and room allocations to the timetable.

#### Visitor Management:

- Check paperwork for visitors and ensure each visitor is assigned to a member of the play & leisure team.

#### Communication:

- Share timetables with stakeholders, including house managers, therapy and school staff.
- Senior STA to Attend the last 'Heads of houses' meeting before the enrichment offer commences to talk through activities, visitors, expectations and how to raise concerns.

#### Morning preparation and organisation:

- Conduct a daily morning meeting with STA team, school nursing team, and school admin to discuss the day's schedule, record staff and student absences, and ensure the distribution of medications for day students.
- Place sign-in sheets by the front door and ensure staff are aware of fire evacuation procedures.
- STAs allocated to residential house should report to houses by 09:30. They should have access to the timetables and understand the activities for the day. Ensure tablets are present and charged for recording photos and videos for evidence.

#### Morning activity offer:

- Children arrive between 9:30 and 10:00 for the morning session.
- All children and staff must sign in when they arrive in school and sign out when they leave.
- Address any unknown absences by contacting parents or houses.

#### Lunch time activities:

- Allocate lunchtime to houses from 12:30 PM to 1:30 PM. Provide assistance on houses and allocate time slots for day students from 12 PM to 1 PM or 1 PM to 2 PM.

#### Afternoon activity offer:

- Afternoon activity sessions start at 14:00 and finish at 16:00
- All children and staff must sign in when they arrive in school and sign out when they leave.
- Address any unknown absences by contacting parents or house.
- Check all CYP have correct equipment for home and is safe in their wheelchair to travel in the agreed transport to home.

#### End of Day organisation:

- Between 16:00 and 17:00 STAs will be allocated various jobs to complete. This can include logging evidence on ClassDojo, clearing up the activities from the day, setting up activities for the following day.

#### Evaluation phase:

- The first STA meeting following an enrichment offer will be focused on reflecting and evaluating on the enrichment that has just been completed.
- Create list of learning points and how to improve on any issues arising.
- Create a celebration post to be shared as a whole school story on ClassDojo.
- Celebrate individual achievements in the annual review PowerPoint held for each learner.

### **3. Process and procedure for lunch club offer during school hours**

#### Lunchtime co-ordinator

- Plan and allocate activities across the 2 hours per day across the week.
- Allocate staff to facilitate the engagement and ensure all staff have their lunch break.
- Place food orders for the CYP that eat orally.
- Liaise with Regulatory Compliance Lead to order resources for activities.
- Update 'lunch time fun' display board in school corridor.

#### **Overall Focus:**

- The focus of our enrichment offer should always be to provide our young people with meaningful, fun activities ensuring all remain safe and supported with physical and mental wellbeing.

### **Document Change Control**

<b>Version</b>	<b>Status</b>	<b>Description (of changes)</b>	<b>Reviewed by</b>	<b>Reviewed/ Issued Date</b>
0.1	Draft	Enrichment policy and SOP drafted	Maz Hanlon	Oct 2023
0.2	Draft	Checked by Launa Randles and Melanie Burroughs	LR & MB	Nov 2023
0.2	Draft	Shared with critical readers	EL, CC, EP, SM, JO	Dec 2023
1.0	Final	Approved	EGC	Mar 2024
1.1	Draft			



## Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Y	DfE guidance
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	N	
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Y	Transport
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	N	
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	N	
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Y	Play team. Therapy
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Y	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Y	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	N	Statement is within policy
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	Y	Captured on risk assessment
11	Please detail any other stakeholder groups consulted, if applicable.	Y	School Nurse team / teachers / enrichment leads