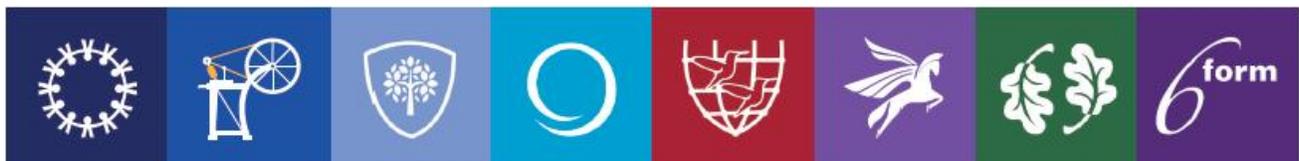




**NINESTILES**  
ACADEMY TRUST

**Local Governing Body  
Handbook  
Academic Year 2018/19**

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## **Foreword by Catherine Anwar, CEO and Alan Price Chair of the Board**

A very warm welcome to the Ninestiles Academy Trust system of governance, and to the Local Governing Body (LGB) of your school. We, and the schools, are so grateful to you for your time and your commitment to supporting us as we strive to ensure that all learners have the very best education possible in every school in the Ninestiles family.

In this booklet you will find a description of specific roles that members of the LGBs need to fulfil. Please have a look at these and decide if you think you might be able to take on one of these – they are very important.

You'll also find the portion of the Scheme of Delegation from the Trust Board that defines the responsibilities of the LGB. Alongside this is a list of the local policies that you and the school leaders are responsible for and need to keep updated. We have also attached section 1 of Keeping Children Safe in Education, which everyone involved in any school must read and sign.

At the end of the booklet you will see a governance code of conduct. Please read this through; you'll be asked to sign it at the first meeting in September.

We've printed out the Governance Handbook for you too. Whilst Academy Trust LGBs are different in some ways from the Governing Bodies of maintained schools, many things are the same.

If you have taken on the critical role of **Chair of an LGB**, then our particular thanks. It's a really important role in leading the LGB to support and challenge leaders in the schools, and to seek evidence for the impact of their actions. We will have termly LGB Chairs meetings so that you have an opportunity to share your successes/concerns, and to ensure that we are all working consistently.

You will have the services of a clerk from the company Services 4 Schools. The clerk can be called on between meetings to offer any advice and support you may require. The Trust uses an online system – Governor Hub - for storing papers, communicating with governors and Trustees and sending out minutes and documents. This is very easy to navigate, and replaces unwieldy bundles of papers! Training on Governor Hub has been undertaken this year by Academy Councillors and Trustees – if you're new to the LGB then training updates can be offered in September.

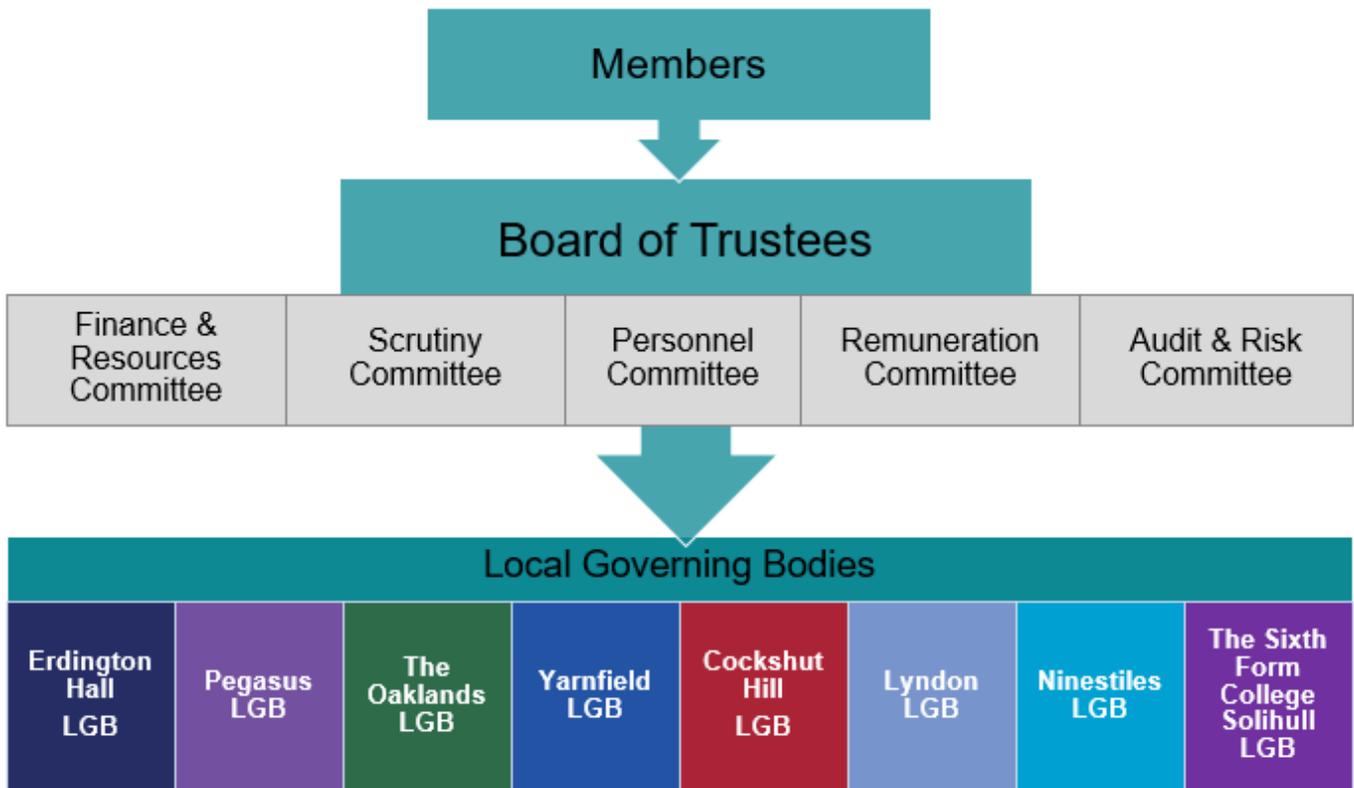
Please, as the year progresses, offer your feedback and views on how the LGB is working. You can do this via the feedback forms at the end of each meeting. Together, we can all work to make this model of governance as effective as it can be.

And thank you all, once again.

**Catherine Anwar, CEO**

**Alan Price, Chair of the Board of Trustees**

# Ninestiles Academy Trust Governance Structure



## The role of Local Governing Bodies

The Ninestiles Academy Trust chooses to delegate some governance functions to the Local Governing Bodies (LGB) of each school. The NAT will agree the appointment of the Chairs and members of the LGBs.

The LGBs are a full and formal part of the governance structure of the Academy Trust. The NAT will have very close links with the LGBs through Trustee membership and/or chairing of the LGBs, and may increase or remove delegated responsibilities according to the strength of the LGB and the success of the school.

Local Governing Bodies play a crucial role in supporting and challenging schools and in engaging meaningfully with parents and the local community.

LGBs are responsible for:

- Ensuring appropriate processes are in place for Risk Registers within schools. Schools maintain their own risk registers which feed into the Trust RR.
- Review of the school's performance targets, and holding the Principal to account for achieving them
- Approving and monitoring the school's improvement plans
- Monitoring any post-Ofsted improvement plans
- Approval and monitoring of any local school policies, including admissions, annually. The LGB will have a list of all school policies and schedule for updating them.
- Attending hearings for any permanent exclusions convened by the clerk
- General review of the school's financial position, linked to pupil numbers, for example, via the Principals' report
- Involvement in staff appointments; appointing all staff (except Principals, teaching staff on Leadership Scale and Support Staff on Grade 6 or above) in liaison with the HR Business Partner and in line with the Trust's appointment process and policies.
- Involvement in Principal and senior team performance management; providing information about the Principals' and Senior Leaders' performance via the Chair to the School Improvement Director
- Part of panels for disciplinary hearings
- Implementation of Health and Safety Policy, and Health and Safety in the school
- Implementation and review of the Safeguarding Policy
- Keeping up to date with safeguarding training, ensuring that staff are trained and that there is a safeguarding governor on the LGB
- Ensuring the academy is operating within the mission and ethos of the Trust and contributing to the trust's key strategic priorities
- Monitoring the quality of teaching and learning, attendance, behaviour and safety, within the school and progress against the school improvement plan, monitored termly

- Engaging with wider academy activities as a means of monitoring overall quality

Each LGB will identify lead governors with a specific remit and oversight for Safeguarding, the progress of Disadvantaged pupils and the provision of students with SEND.

A member of the LGB (usually the Chair) is nominated to be responsible for working closely with the SID in liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

The LGBs meet three times each academic year and otherwise as required. Any additional meetings require at least 7 days' notice. **There is an expectation that governors attend 'events' between meetings which enable them to develop a clear picture of the quality of provision across the schools in their council group.**

### Role of a Local Governor:

To contribute to the work of the Local Governing Body in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction in line with that of the Academy Trust
- Holding the Principal to account for the educational performance of the school and its pupils, and their well-being and safety

### Activities:

**As part of the Local Governing Body, a Local Governor is expected to**

**1. Contribute to the strategic discussions at Governing Body meetings which determine:**

- The vision and ethos of the school in line with that of the Trust
- Clear and ambitious strategic priorities and targets for the school
- That all children, including those with special educational needs and disadvantaged pupils, have access to a broad and balanced curriculum
- The school's staffing structure and key staffing policies

**2. Hold the senior leaders to account by monitoring the school or colleges' performance. This includes:**

- Agreeing the outcomes from the school/college self-evaluation and ensuring they are used to inform the priorities in the school/college Development Plan
- Considering all relevant data and feedback provided on request by leaders and external sources on all aspects of school/college performance
- Asking challenging questions of school leaders
- Ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- Ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
- Acting as a Link Governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the Local Governing Body on the progress of the relevant school priority

- Listening to and reporting to the school or college's stakeholders: pupils, parents, staff and the wider community, including local employers

### **3. When required, serve on panels of Governors to:**

- Appoint staff in the school below the level of Principal
- Hear appeals about pupil exclusions

### **4. The role of Governor is largely a thinking and questioning role, not a doing role. A Governor does NOT:**

- Write school policies
- Undertake audits of any sort – whether financial or health and safety – even if the Governor has the relevant professional experience
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Fundraise – this is the role of the PTA – the Governing Board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- Undertake classroom observations to make judgements on the quality of teaching -the Governing Body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the Governing Body need to consider and rectify this

As you become more experienced as a Governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a chair of a committee). This document does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.

In order to perform this role well, a Governor is expected to:

- Get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses
- Attend induction training and regular relevant training and development events
- Attend Governing Board meetings (and committee meetings) and read all the papers before the meeting
- Act in the best interest of all the pupils of the school
- Behave in a professional manner, as set down in the Governing Board's code of conduct, including acting in strict confidence

The quorum is half of the board rounded down and meetings are minuted by the clerk. The LGB will elect a Vice Chair on an annual basis.

The Clerk will be responsible for drawing up the agenda and getting it sent out to governors at least 7 days in advance. Should the Chair or Vice Chair not be present at the meeting, a Chair should be elected for the meeting. A staff member or associate governor may not chair the meeting.

The Chair of the LGB provides an important link between the trust and individual schools. They are responsible for:

- Chairing LGB meetings, ensuring all governors have a voice and are able to contribute to the meetings.
- Ensuring the LGB is meeting its duties under the trust Scheme of Delegation, holding senior school leaders to account.
- Reporting back the views of the school to the Board of Trustees, including the recommendation of any training needs of the LGB.
- Contributing to the performance management of the Principal.
- Developing an effective working relationship with the Principal and senior staff through regular communication between meetings.
- Liaising with CEO/SID on matters of importance between meetings e.g. pupil exclusion or staff competency issues.
- Being proactive in the self-review of the LGB

The term of office for any Governor shall be four years, subject to remaining eligible to be a particular type of governor, any Trustee appointed Governor may be re-appointed by Trustees at a Board Meeting. Parent and staff representative's vacancies will be filled by process of election.

## Code of Conduct for Local Governors

### **The role of Trustees, Committee Members and Local Governors**

The Board of Trustees is a corporate body and the Local Governing Body is a sub - committee of the Board of Trustees, which means:

- no Trustee or Governor can act on her/his own without proper authority from the board of Trustees;
- although appointed through different routes (i.e. parents, staff, board of Trustees), the overriding concern of all Trustees and Governors has to be the welfare of the schools and all the pupils and students who attend them.

### **Code of Conduct**

- We understand the purpose of the Trustees, Committee Members and local governors.
- We are aware of and accept the Nolan seven principles of public life: see appendix
- We accept that we have no legal authority to act individually, except when the Board of Trustees has given us delegated authority to do so, and therefore we will only speak on behalf of the Board of Trustees, Committee Members or LGB when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the Board of Trustees, Committee Members and LGB. This means that we will not speak against majority decisions outside the Trustees, Committee Members or LGB meeting.
- We will consider carefully how our decisions may affect the community and other schools.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the schools and the local community will reflect this.
- In making or responding to criticism or complaints affecting the schools we will follow the procedures established by the board of Trustees.

### **Commitment**

- We acknowledge that accepting office as a local governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the LGB, and accept our fair share of responsibilities, including service on strategic groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be arranged in advance with the Principal and staff and undertaken within the framework established by the academy and agreed with the principal.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We are committed to actively supporting and challenging the principal.

### **Relationships**

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other Trustees, Committee Members and or local governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other local governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the principal, staff and parents, and other relevant agencies and the community.

### **Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside LGB meetings.
- We will not reveal the details of LGB vote.

### **Conflicts of interest**

- We will record any pecuniary or other business interest that we have in connection with the Trust's business in the Register of Business Interests.

- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

### **Breach of this code of practice**

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the Trustees should only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

## **Nolan Seven Principles of Public Life**

### **Selflessness**

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

### **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

### **Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

### **Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

### **Openness**

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

### **Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

### **Leadership**

Holders of public office should promote and support these principles by leadership and example

## Policies for authorisation by Local Governing Bodies

The following list is the Policies and documents that each school or college's LGB has responsibility for authorising. This is not an exhaustive list, as individual schools in the Trust may have individual policies or procedures in place that they will seek the LGBs advice and authorisation on.

Admissions Policy
Attendance Policy
Behaviour Policy
Curriculum Statement
EYFS
First Aid Policy
Home School agreement
Medical Needs Policy
PE and Sports Premium statement
Sex and Relationships
Pupil Premium Strategy
SEND Report
SEND Policy
Yr 7 Catch-up premium statement
Values and Ethos Policy

## Scheme of Delegation

The LGB's delegated authority can be found in the document '**Ninestiles Academy Trust Scheme of Delegation – Academic Year 2018-19**'. This document gives an overview of the delegated authority from the Board of Trustees, to its committees and to the Local Governing Bodies.

## Roles within the LGB

### Safeguarding Link Governor

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in your school/college are kept safe from home. The Safeguarding Governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full Governing Body.

A list of the role's responsibilities includes;

- Monitoring the safeguarding and whistle-blowing policies.
- Ensuring a system is in place for recording, storing and reviewing child welfare concerns.
- Liaising with the Principal about general child protections and broader safeguarding issues within the School/college, and providing reports to the Governing Body.
- Ensuring that the school/college staff training is up to date.

- Ensuring at least one Governor on the recruitment and selection panel for staff has successfully completed accredited safer recruitment training

The safeguarding Governor should ensure that the Governing Body is well informed about child protection issues. This includes:

- Knowing who the designated teacher is and whether he or she has attended appropriate training
- All staff working in the School/college receive induction about child protection procedures and training appropriate to their role and responsibilities.

Governing Bodies may find it helpful to have an individual member to champion child protection issues within the school/college, liaise with the Principal (or other designated person) and provide information and reports. The Governing Body should remedy any deficiencies or weaknesses with regard to child protection arrangements that are brought to its attention without delay.

The link Governor may wish to check that the following issues have been addressed and draw any concerns to the attention of the wider Governing Body and to the Principal/designated person. They should not expect to be consulted about individual casework relating to the children at the school/colleges for reasons of confidentiality. The Chair of Governors would have a key role in the event of any concern about the conduct of the Principal

### **Policy and Procedures to protect individual children**

The School/college's key role is to assist with the identification of children at risk of 'significant harm' and to ensure that such concerns are passed to the relevant agencies for further investigation under local procedures. School/college staff do not carry out investigations themselves. Staff may also be involved in longer term action under a multi-agency Child Protection Plan.

The Governing Body must ensure that there is a written policy for child protection and procedures within the school/college, in line with the inter-agency procedures of the Local Safeguarding Children Body. A recommended 'model' has been distributed to all designated teachers. This gives the staff the authority to act. The policy should:

- Set out general principles and define how child protection issues are addressed within the school/college
- Be made known to parents (and pupils as appropriate) on request
- Give staff clear procedures covering required documentation, line management issues and defined responsibilities
- Indicate that training is available, especially to newly-appointed staff and volunteers, both teaching and non-teaching, (with refresher training at least every 2 years for the designated person and every 3 years for all staff)

Ensuring such policy and procedures are in place is the responsibility of the Senior Management Team, the Governing Body and the designated person, who must work together to ensure a co-ordinated approach. In addition, to support the role of the designated teacher, they must have the status and authority within the school/college management structure to carry out the duties of the post, including committing resources to child protection matters and directing staff. Child protection policy and procedures along with the audit tool should be completed and/or reviewed annually.

### **Complex and Professional Abuse Procedures**

This is the context in which any child protection concern about an adult, including volunteers, within a school/college will be investigated. Cases are now overseen by the Local Authority Designated Officer (LADO). The LADO should be involved in all cases of allegations; at no point should an allegation be investigated by the

employer in isolation without contacting and/or seeking advice from the LADO. Contact must be made before taking any other action, where there are reasons to suspect that a person who works with children has;

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicated s/he is unsuitable to work with children

A staff 'Code of Conduct' or Safe Practice Guidance may be helpful to deal with disciplinary matters that do NOT raise child protection concerns. This will help staff to know what the behaviours are generally considered to be inconsistent with their professional status. Infringements should then be subject to disciplinary procedures as required. There is guidance from the DCSF or via teacher associations

### **Staff Appointments and Safer Recruitment**

Following the 'Soham' murders, the case of Ian Huntley, Maxine Carr and the Bichard Inquiry, there was an urgent review of recruitment and selection procedures used by school/colleges. New guidance will seek to ensure that anyone appointed to any role in a school/college is suitable and safe to have contact with children. Governors should ensure that:

- All persons appointed provide proof of their identity, name, date of birth etc. (a birth certificate is best);
- References are specific to the post and
- Evidence is produced for any qualifications that are claimed

A DBS check will now be routinely required prior to commencing work including for staff changing jobs within the authority (check with Education HR in each case) and for volunteers and helpers.

### **Use of Premises**

When a Governing Body provided services or activities directly under the supervision or management of the school/college staff, the school/college's arrangements for child protection will apply. Where services are provided by another body, the Governing Body should seek assurance that the body concerned has robust procedures for keeping children safe while engaged in these activities, including DBS checks for any staff or volunteers. They should also have a child protection policy of their own and affiliated to any required organisation that oversees standards such as Sport England. Be wary about making any arrangement with an individual who is not part of a wider organisation.

**Key Question : How effective is the Safeguarding & Prevent Policy in practice? January 2018**

Autumn visit	Spring visit	Summer visit
<p><u>Safer recruitment</u></p> <ul style="list-style-type: none"> <li>• How is it ensured that staff and volunteers are recruited safely? Who monitors whether all the correct checks have been made?</li> <li>• Safer recruitment trained interviewer on every interview panel?</li> <li>• Check some HR files for two references/ID/interview questions including Safeguarding and Prevent</li> <li>• How does the institution ensure that two references are obtained?</li> <li>• How do leaders and academy councillors check that the institution's Safeguarding and Prevent arrangements meet the statutory requirements? Is there a Safeguarding &amp; Prevent annual report?</li> <li>• Have there been any Safeguarding or Prevent incidents in the institution since the previous visit?</li> </ul> <p><u>SCR</u></p> <ul style="list-style-type: none"> <li>• Who checks it, and how often?</li> <li>• Governors check</li> <li>• How do they check the SCR is correctly completed?</li> <li>• How is it reported to Governors?</li> </ul>	<p><u>Questions for staff during feedback</u></p> <ul style="list-style-type: none"> <li>• Do staff confirm they have read: KCSIE, Safeguarding/Prevent policy, staff code of conduct/behaviour policy, restraint policy (where applicable)? Effective impact in practice?</li> <li>• Do staff know what Prevent is?</li> <li>• Do staff know who the DSLs are and how to report a concern?</li> <li>• Do all staff receive training and updates regarding Safeguarding and Prevent annually?</li> <li>• Who staff know what to do if they feel something they have reported has not been followed up?</li> <li>• Do staff know who to inform if there are concerns about the Principal?</li> <li>• Where can staff use mobile phones and cameras (particularly in EYS)?</li> <li>• What does the restraint policy allow them to do?</li> <li>• What early help support is effectively given to pupils/students when concerns arise?</li> </ul> <p><u>DSL interview</u></p> <ul style="list-style-type: none"> <li>• How many pupils/students are subject to a protection plan/CIN/early help? Are records in place for all pupils/students to a CP plan and those who are CIN?</li> <li>• Are records held securely?</li> <li>• Does the DSL get sufficient release time?</li> <li>• Are they at a sufficient level of seniority?</li> <li>• Are referrals followed up? Can the institution prove this?</li> <li>• Is there a summary for each pupil/student identifying phone calls, key events etc</li> <li>• See records – are they organised, well kept, all follow the same consistency of report?</li> <li>• Initial records of concern, referrals, actions taken, advice and support sought and received</li> <li>• LAC information from LA sufficient?</li> </ul>	<p><u>Policies check</u></p> <ul style="list-style-type: none"> <li>• Safeguarding/Prevent policy up to date and signed? Is it up to date on website? Effective staff contribution to reshape policy?</li> <li>• Is sexting covered in policy and practice?</li> <li>• KCSIE signed for? Section 1 – staff? Section 2 – trustees and Governors?</li> <li>• Staff behaviour/conduct policy up to date? Whistleblowing up to date? Do staff know external contacts for whistleblowing?</li> <li>• Physical intervention policy and all incidents recorded and parents informed? Robust? Is the pattern declining?</li> </ul> <p><u>Training logs</u></p> <ul style="list-style-type: none"> <li>• Can Trustees/Governors prove staff are suitably training? Register?</li> <li>• Annual KCSIE training/briefing, Level 1 training every 3 years, FGM, Prevent strategy, CSE, forced marriage, E-safety – records? What have Leaders, Trustees and Governors attended?</li> <li>• DSLs trained every two years?</li> </ul> <p><u>General questions</u></p> <ul style="list-style-type: none"> <li>• How does the curriculum keep children safe?</li> <li>• Are the Children Missing in Education protocols known and used?</li> <li>• What happens if there is a member of staff suspended, who subsequently resigns? Who do you contact?</li> <li>• Is there a designated member of staff for LAC?</li> <li>• Is there a Safeguarding/Prevent report to Governors? What is in it?</li> <li>• Risk assessment for the site and activities?</li> <li>• Can all of the documents mentioned above be in one file to be Ofsted ready?</li> </ul> <p><u>Audit 175</u></p> <ul style="list-style-type: none"> <li>• Completed? Actions appropriate?</li> <li>• How do Governors know?</li> </ul>

## **Special Educational Needs and Disability (SEND) Link Governor**

### **Overview and Purpose**

Being a Special Education Needs Governor is about doing your best to make sure pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the School/college.

As an SEND Governor, you are the link between the Governing Board and the School/college/College in relation to pupils with SEND. It's your role to help raise awareness of SEND issues at meetings and give up-to-date information on provision within the School/college. You also help review the School/college's policy on provision for pupils with SEND and ensure that parents have confidence in this provision.

### **There is certain basic information that every SEND Governor should know:**

- How the School/college identifies children with SEND – make sure you understand how the School/college identifies a pupil with SEND and what happens once a pupil has been identified;
- How SEND money is allocated and spent;
- The School/college's SEND policy – you should know your School/college's policy on SEND and make sure it's reviewed regularly. Regular reviews are vital to ensure that the SEND provision reflects the changing needs of the School/college, its circumstances, and the law; and
- Develop good relationships in the School/college – developing good relationships with the key people involved in the School/college is essential. It's particularly important to get to know the Principal and the SEND co-ordinator (SENCO)

### **Supporting the implementation of the School/college's Special Educational Needs and Disability Policy**

- Agree with the Governing Board, the Principal and the SENCO the indicators which should be reported on by the school/college to the Governing Board to say whether the policy is working, and the timescale for that reporting
- Ensure that the SEND policy is linked to the School/college Improvement Plan and the budget setting process
- Ensure that funds are allocated each year within the school/college budget specifically to cater for SEND pupils and to support the implementation of the SEND policy; be aware of the various headings under which the school/college spends the SEND budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc)

### **Sharing information**

- Provide support and encouragement for staff with SEN responsibilities and champion their role within the School/college; provide a channel of communication between the SENCO and the Governing Board
- Discuss the outcome of school/college visits with the SENCO and the Principal;
- Report on a termly basis to the full Governing Board on the implementation of the school/college's SEND policy
- Encourage effective communication with parents on the School/college's support for pupils with SEND – make use of newsletters, parent's notice board, leaflets, school/college prospectus, the Annual Meeting, school/college websites and school/college social functions etc

### **Questions for SEND Link Governors**

- Profile of pupils with SEND
- Number of children with EHCPs
- Number of children with different types of need

## **Staff Skills**

- Where were SEND-related staff skills last reviewed?
- What were the outcomes of that review?
- What training has been undertaken?
- Resources
- Resources available for SEND and how they are deployed – including:
  - Core budget (pupil-led or AWPU (Age-weighted Pupil Unit) funding);
  - Funding for pupils with EHCPs;
  - Funding for pupils with SEND without statements;
  - Support in kind, for examples, from the educational psychology service
- Accessibility
- Accessibility of school/college buildings, curriculum and printed material and plans to extend this, as required by the Accessibility Plan.
- Outcomes
- Academic attainment for pupils with SEND and progress made (or 'Value added') over time;
- Pupil and parental attendance at annual reviews;
- Exclusions – permanent and fixed term - of pupils with SEND;
- Attendance of pupils with SEND – authorised and unauthorised

## **Disadvantaged Pupil Link Governor**

### **Rationale**

One of the biggest funding streams that comes into schools currently is the **Pupil Premium Grant**. It is paid to schools according to the number of pupil who have been

- Registered as eligible for free school meals at any point in the last 6 years
- Been in care for 6 months or longer
- Have been looked after for 1 day or more
- Were adopted from care on or after 30 December 2005 left care under:
  - i. a Special Guardianship Order on or after 30 December 2005
  - ii. a Residence Order on or after 14 October 1991

Whilst our LGBs do not have any delegated financial responsibility, you are accountable for monitoring the progress and outcomes of disadvantaged pupils in your school. This will mean checking that school leaders have spent the PPG in a way that shows an impact on the progress made by disadvantaged learners. It is particularly important that disadvantaged learners make more rapid progress than other learners because otherwise they will not catch up with other learners nationally – and this is what their outcomes are measured against.

All our schools have a significant proportion of disadvantaged learners, and the Trust sees it as our moral imperative to ensure that they achieve excellent outcomes to enhance their life chances.

It's important, therefore, that each LGB nominates a governor to check how school leaders monitor and improve the performance, attendance and behaviour of disadvantaged learners.

### **What should the Disadvantaged Learner Governor do?**

- Ensure the LGB is well informed about the achievement of its pupils who are eligible for pupil premium funding. For example:
  - Making sure governors are kept informed through senior leaders' reports on the progress, attendance and exclusions of disadvantaged learners

- Ensuring governors are being involved in decisions about how the pupil premium is spent. Is there a clear rationale for what the spending aims to achieve?
  - Checking that the school improvement plan and self-evaluation process include disadvantaged learners as a key focus group
  - Making sure the school has published their updated Pupil Premium review and impact report on the school website, that it is clear about what strategies worked and if any did not, and that parents can find it and understand it.
- Ensure s/he is well informed about other aspects of the Pupil Premium funding. This can be achieved by meeting regularly:
- With the senior leader who is responsible for overseeing how the Pupil Premium is spent to monitor and evaluate specific actions that it is funding
  - With the senior leader who is responsible for inclusion to monitor attendance, punctuality and behaviour (particularly exclusions), as well as attainment of eligible children and what actions the school is taking to address any issues.
  - With the senior leader to develop and review a coherent Pupil Premium strategy and review and that it is brought to the LGB for approval when necessary.
- Other activities may include: visits to the school to meet with groups of learners to get a sense of their experience of the school day to day; meetings with groups of staff to understand how they help disadvantaged learners in their classrooms day to day.