



**Local Governing Body  
Handbook**  
Academic Year 2020/21

Strength through Diversity  
Ambition through Challenge  
Excellence through Curiosity



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## Foreword by Catherine Anwar, CEO and Karen Crowston, Chair of the Board

### Summit Learning Trust Vision

Summit Learning Trust aims to secure the best possible outcomes for all learners in a safe and inspiring setting. We promote and encourage curiosity and seek to build resilience in our learners. A healthy level of challenge is offered and welcomed to get the best out of ourselves and others. Equality and the celebration of diversity is central to all that we do for everyone in Summit and beyond. We plan to grow the reach and the reputation of Summit, locally and nationally, in a wise and sensible manner. We will attract, recruit and retain the best possible staff so that all Summit academies become the places of first choice for all stakeholders.

A very warm welcome to the Summit Learning Trust system of governance, and to the Local Governing Body (LGB) of your academy. We, and the academies, are extremely 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 academy in the Summit family. The role of the LGB is essential; it provides assurance to the Trust Board that Academy Leaders are effectively raising standards in academies and are providing the best possible education.

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 document 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 academy 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 academy 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.

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 academies, and to seek evidence for the impact of their actions.

You will have the services of our clerk, Rachel Walker who is available by email ([Rachel.walker@summitlearningtrust.org.uk](mailto:Rachel.walker@summitlearningtrust.org.uk)). The clerk can be called on between meetings to offer any advice and support you may require. The Trust uses the online system Microsoft Teams 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 MS Teams can be provided by our central IT team if required.

The Board and the Executive Team welcome all feedback. There are formal channels of communication, but we encourage all individual governors to offer any feedback you would like to, at any point.

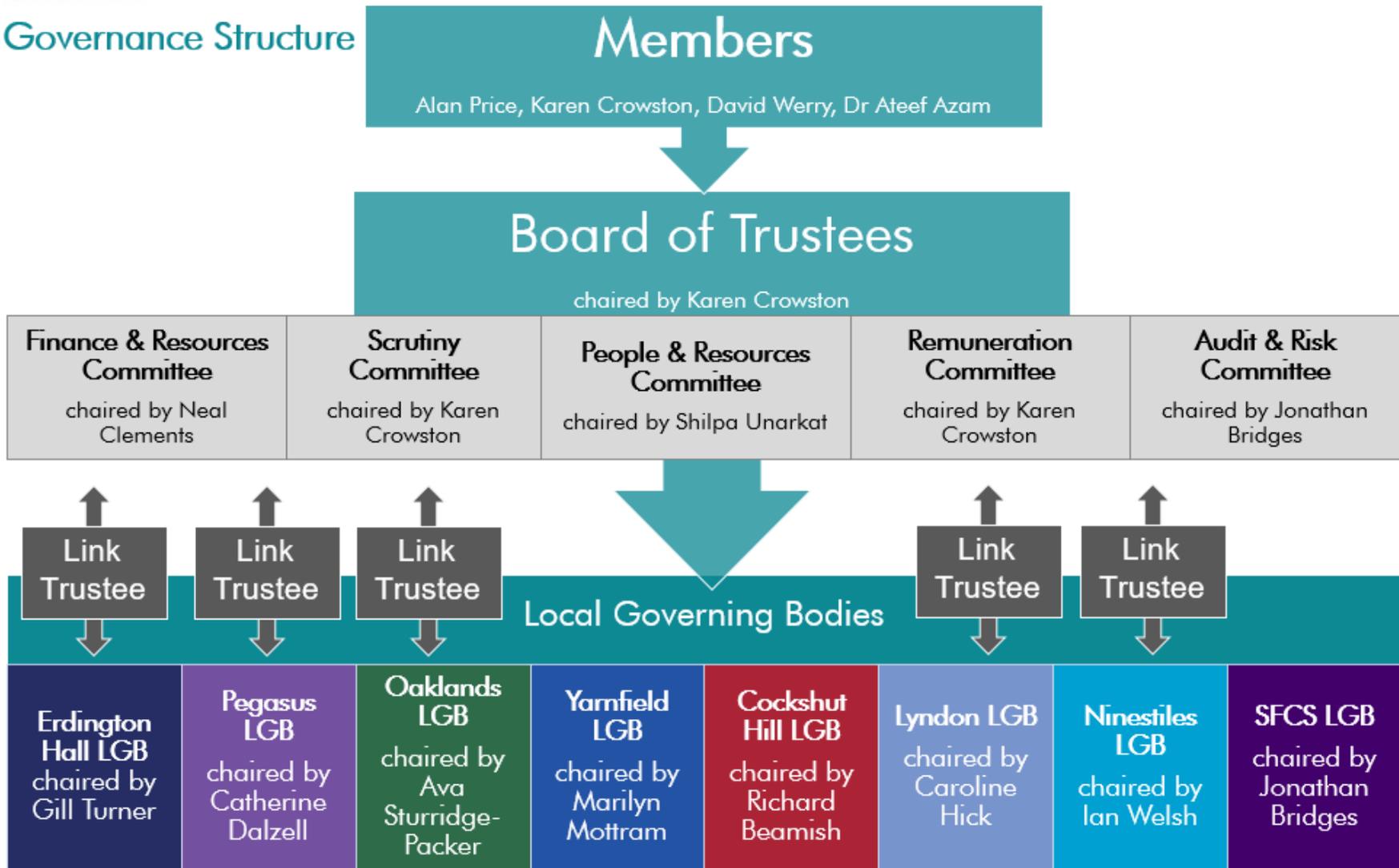
And thank you all, once again.

**Catherine Anwar, CEO**

**Karen Crowston, Chair of the Board of Trustees**



## Governance Structure



## Roles and responsibilities

### Role of the Local Governing Body

The Board of Trustees (BoT) delegates some governance functions to the Local Governing Bodies (LGBs) of each academy. BoT will agree the appointment of the Chairs and members of the LGBs.

The LGBs are an essential part of the governance structure of the Academy Trust. SLT may increase or remove delegated responsibilities according to the strength of the LGB and the success of the academy. **The LGB's main role is to provide assurance to the Board that academies are meeting the required standards and are delivering a good education.** Local Governing Bodies play a crucial role in supporting and challenging academies and in engaging meaningfully with parents and the local community.

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

- Supporting the academy's vision, ethos and strategic direction in line with that of the Academy Trust
- Supporting and challenging leaders on the educational performance of the academy and its pupils, and their well-being and safety

### LGBs are responsible for:

- Ensuring appropriate processes are in place for Risk Registers within academies. Academies maintain their own risk registers which feed into the Trust RR.
- Review of the academy's performance targets
- Approving and monitoring the academy's improvement plans
- Monitoring any post-Ofsted improvement plans
- Approval and monitoring of any local academy policies, including admissions, annually. The LGB will have a list of all academy policies and schedule for updating them.
- Attending hearings for any permanent exclusions convened by the clerk
- Involvement in staff appointments; (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.
- Contribution to Principal performance management; providing information about the Principals' performance via the Chair to the Education Director
- Part of panels for disciplinary hearings
- Implementation of Health and Safety Policy, and Health and Safety in the academy
- 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 academy and progress against the academy improvement plan, monitored termly
- Engaging with wider academy activities, and liaising with parents regularly and meaningfully 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 for students with **SEND**.

A member of the LGB (usually the Chair) is nominated to be responsible for working closely with the Education Director 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 5 times each academic year, and otherwise as required. Three of these meetings will be standards meetings and focus on a specific element of academy improvement. 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 in their academy.**

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

- Get to know the academy, including by visiting the academy occasionally during academy hours, and gaining a good understanding of the academy'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 academy
- 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 alongside the Principal and Chair of the LGB 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 academies. 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 academy leaders to account.
- Reporting back the views of the academy 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 where there are more applications than there are available vacancies.

### **Role of the Link Trustee**

Three of our LGBs are chaired by Trustees. These are those that currently require additional scrutiny at Board level and therefore have direct communication with the Board.

Five of our LGBs are chaired by non-Trustees. Each of these LGBs has a link Trustee.

The role of the Link Trustee is to provide a contact, a sounding board and source of advice for the Chair of the LGB. Prior to each LGB meeting, the Link Trustee will contact the Chair to talk through the agenda, and to advise of any Trust updates and developments that might influence the meeting or require discussion or dissemination. The Link Trustee will not attend the LGB meeting.

### **How autonomous is our academy?**

At Summit Learning Trust we recognise and want to nurture the leadership and expertise of our Principals, and to provide opportunities for them to develop their skills, talents and experience. However, we have a duty to ensure that the highest standards are in place in all aspects in all our academies. Part of this process is a robust evaluation of our academies to inform the degree of support and challenge offered by the Education Directors and the Academy Improvement Team. Academies will be reviewed in all aspects by the Executive Team, and will be given an overall designation linked to specific criteria (see Appendix 1). This designation will inform the level of support provided by the Education Directors, from Phase 4 up to Phase 1 (see Appendix 2). When an academy is at Designation 4 and Phase 4, Summit will offer a very high degree of support and challenge, and the academy will have little autonomy in its work. At Designation and Phase 1, an academy will benefit from light touch quality assurance, will have a high degree of autonomy within the Summit vision and ethos, and will be expected to contribute to the support and challenge of our other academies.

This is not an exact science, and academies are likely to overlap between designations and phases. However this gives a more transparent view for academy leaders and governors of what support they can expect from Education Directors, and why.

## Communication

Good communication between the LGB, the Summit Board of Trustees and Summit Executive Directors is essential. Communication structure is as follows:

### Every meeting:

- Pre-meeting call with Link Trustee to discuss agenda and advise of any Trust wide issues or information
- Pre-meeting discussion with Principal of the Academy to consider the agenda

### Half-termly:

- Chair of LGB visit to the school to review the strategic improvement plan with the Principal and Ed Director

### Termly:

- Meeting between the Chairs of the LGBs and the Education Directors and CEO.
- Update on Academy Designation and Support Phase
- Receipt of the Executive Bulletin and Update.
- Receipt of the Academy's termly bulletin.

### As required:

- Immediate notification of any Ofsted visit to the academy
- Immediate notification of any significant change at Trust level
- Catch up calls with the Education Director
- Review of information on school and Trust website

## 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 academies 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 academies.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy. Our actions within the academies and the local community will reflect this.
- In making or responding to criticism or complaints affecting the academies 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 academy well and respond to opportunities to involve ourselves in academy activities.
- Our visits to academy 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 academy
- We will exercise the greatest prudence at all times when discussions regarding academy 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 academy LGB has responsibility for authorising. This is not an exhaustive list, as individual academies 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 Intent, Implementation and Impact Statement
EYFS
First Aid Policy
Home Academy 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
Health & Safety Policy

## Scheme of Delegation

The LGB's delegated authority can be found in the document '**Summit Learning Trust Scheme of Delegation – Academic Year 2020-21**'. 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 academy 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 Academy, and providing reports to the Governing Body.
- Ensuring that the academy 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 Academy 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 academy, 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 academies 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 Academy'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. Academy 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 academy, 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 academy
- 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

academy 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 an academy 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 academies. New guidance will seek to ensure that anyone appointed to any role in a academy 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 academy staff, the academy'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?

<b>Autumn visit</b>	<b>Spring visit</b>	<b>Summer visit</b>
<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 Governors 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 Academy.

As an SEND Governor, you are the link between the Governing Board and the Academy 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 Academy. You also help review the Academy'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 Academy identifies children with SEND – make sure you understand how the Academy identifies a pupil with SEND and what happens once a pupil has been identified;
- How SEND money is allocated and spent;
- The Academy's SEND policy – you should know your Academy'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 Academy, its circumstances, and the law; and
- Develop good relationships in the Academy – developing good relationships with the key people involved in the Academy is essential. It's particularly important to get to know the Principal and the SEND co-ordinator (SENCO)

### **Supporting the implementation of the Academy'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 academy 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 Academy Improvement Plan and the budget setting process
- Ensure that funds are allocated each year within the academy 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 academy 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 Academy; provide a channel of communication between the SENCO and the Governing Board
- Discuss the outcome of academy visits with the SENCO and the Principal;
- Report on a termly basis to the full Governing Board on the implementation of the academy's SEND policy
- Encourage effective communication with parents on the Academy's support for pupils with SEND – make use of newsletters, parent's notice board, leaflets, academy prospectus, the Annual Meeting, academy websites and academy 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 academy 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 academies currently is the **Pupil Premium Grant**. It is paid to academies according to the number of pupil who have been

- Registered as eligible for free academy 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 academy. This will mean checking that academy 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 academies 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 academy 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 academy improvement plan and self-evaluation process include disadvantaged learners as a key focus group
  - Making sure the academy has published their updated Pupil Premium review and impact report on the academy 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 academy 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 academy to meet with groups of learners to get a sense of their experience of the academy day to day; meetings with groups of staff to understand how they help disadvantaged learners in their classrooms day to day.

Area	Stabilise	Repair	Improve	Sustain
<b>SCHOOL IMPROVEMENT</b>	<ul style="list-style-type: none"> <li>• Ofsted Special measures</li> <li>• Significant weakness or decline in quality of education, achievement, leadership, behaviour, safety/welfare of learners</li> <li>• Instability in staffing</li> <li>• Instability in leadership</li> <li>• Academy systems and processes not in place or embedded</li> <li>• Self-evaluation not accurate.</li> <li>• Attendance for all learners is consistently low and not improving</li> <li>• Exclusions are well above average and not improving</li> <li>• Major weaknesses in terms of leadership, coverage or progression of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership stable, and demonstrating capacity to improve</li> <li>• Sound improvement plans in place</li> <li>• Systems, structures and process are being built appropriately</li> <li>• Senior Leaders are clear about what needs to improve</li> <li>• Staff are clear about what needs to improve</li> <li>• Impact of actions can be seen in improving teaching and outcomes for groups of and all learners.</li> <li>• Attendance and behaviour for all and groups of learners is improving but not at national average.</li> <li>• Curriculum coverage is sufficient but there are some weaknesses overall in a number of areas (identified by leaders but not yet remedying)</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders consistently demonstrate the Summit Leadership Behaviours</li> <li>• Leaders at all levels demonstrate relentless curiosity and attention to detail</li> <li>• Leaders have implemented strong structures, systems and processes. Good teaching is impacting on better learning and outcomes</li> <li>• All groups of learners (SEND/DPs/HAPs) make good progress against national; gaps are closing against national</li> <li>• MER in place, rigorous and robust systems support continual improvement</li> <li>• Teacher and leaders support other staff in a continuous improvement cycle.</li> <li>• Approaching or achieving Ofsted 'good' judgement</li> <li>• Behaviour and attendance of pupils with particular needs is improving and at, or close to, national average</li> <li>• Broad curriculum is embedded with minor points for development (leaders are taking action to remedy minor shortfalls)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff consistently demonstrate the Summit Leadership Behaviours</li> <li>• All staff demonstrate relentless curiosity and attention to detail</li> <li>• Monitoring and review are accurate and precise and lead to constant improvement</li> <li>• Systems and processes are firmly embedded</li> <li>• Outcomes and progress are excellent for all learners and groups</li> <li>• Teachers and leaders support constantly improving teaching practice at own academy and in other academies</li> <li>• Good or Outstanding Ofsted judgement</li> <li>• Succession planning means stable high quality staffing.</li> <li>• Students self-regulate and demonstrate high standards of behaviour</li> <li>• Attendance of all groups of students is above average</li> <li>• Exceptional curriculum underpins the academy's work and is embedded in all areas</li> </ul>

<b>FINANCE</b>	<ul style="list-style-type: none"> <li>• In year and overall deficit position</li> <li>• 3 year forecast predicts deficit reserves position</li> <li>• Greater than 5% fall in anticipated numbers on roll over time</li> <li>• Finance staff with basic knowledge of budgetary control and financial procedures</li> </ul>	<ul style="list-style-type: none"> <li>• In year deficit less than 5% of income</li> <li>• 3 year forecast predicts breakeven or small deficit for that period</li> <li>• Stable (or less than 5% reduction) in numbers on roll over time but still significantly below PAN</li> <li>• Finance staff with basic knowledge of budgetary control, cashflow management, financial procedures and accruals accounting</li> </ul>	<ul style="list-style-type: none"> <li>• In year surplus less than 5% of income</li> <li>• 3 year forecast predicts breakeven or small deficit for that period</li> <li>• Stable learner numbers over time at slightly below PAN</li> <li>• Finance staff with full knowledge of single year budgetary control, cashflow management, financial procedures and accruals accounting</li> </ul>	<ul style="list-style-type: none"> <li>• In year surplus greater than 5% of income</li> <li>• 3 year forecast predicts overall surplus for that period</li> <li>• Either growth in pupil numbers anticipated that require extension of PAN or sustained intake at maximum capacity</li> <li>• Finance staff with full knowledge of multi-year budgetary control, cashflow management, financial procedures and accruals accounting</li> </ul>
<b>PROCUREMENT</b>	<ul style="list-style-type: none"> <li>• Develop a clear picture of how much is currently being spent with each supplier</li> <li>• Identify which contracts are in place and where are we lacking a contract</li> <li>• Identify and address any areas that risk non-compliance with EU procurement law.</li> </ul>	<ul style="list-style-type: none"> <li>• Address poor quality suppliers and develop service level agreements for suppliers that currently lack these</li> <li>• Reduce excessive numbers of suppliers for the same goods or service at an individual school or college</li> <li>• Develop streamlined purchasing processes for low value, low risk spend that maximise the time available to control high value, high risk spends.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce single suppliers or shared services for the same goods or service across the Trust</li> <li>• Negotiate contracts with improved terms and conditions, including price reductions or added value, for a range of goods and services</li> <li>• Introduce long term (3-5 year) deals to avoid future price rises for inflation.</li> </ul>	<ul style="list-style-type: none"> <li>• Retender contracts that are due to end soon</li> <li>• Regular monitoring of current suppliers against their service level agreements and credit ratings. Nip any concerns in the bud before they become an issue</li> <li>• Build supplier loyalty through sponsorship of prizes and events.</li> </ul>

<b>HR</b>	<ul style="list-style-type: none"> <li>• Ofsted special measures</li> <li>• Lack of adherence to safeguarding procedures and processes e.g. incomplete SCR; lack of adherence to safer recruitment procedures •</li> <li>• Leadership is unstable</li> <li>• Reactive and delayed approach to staffing issues</li> <li>• No evidence of performance management measures and processes</li> <li>• Performance Reviews incomplete, with a lack of demonstrable evidence of effective CPD</li> <li>• Significant weaknesses in identifying and supporting staff with well-being issues</li> <li>• High levels of sickness absence</li> </ul>	<ul style="list-style-type: none"> <li>• Clear improvement plans are in place to address safeguarding e.g. complete audit of the SCR and reconciliation of appropriate documentation</li> <li>• Improving stability of the leadership team</li> <li>• Improvements being made in addressing staffing issues in a timely manner</li> <li>• Review of the current Performance Review process is being actioned and systems improved</li> <li>• On-going developments in improving systems for supporting staff with well-being issues</li> <li>• Improvements being made in reducing sickness absence levels</li> </ul>	<ul style="list-style-type: none"> <li>• Effective safeguarding processes and procedures are in place with a complete SCR audit and full reconciliation of appropriate documentation</li> <li>• Leadership is stable</li> <li>• Effective systems are in place to identify staffing issues and address in a timely manner</li> <li>• Performance Review process now in place with demonstrable evidence of effective CPD</li> <li>• Effective systems in place for supporting staff with well-being issues</li> <li>• Sickness absence levels are good</li> </ul>	<ul style="list-style-type: none"> <li>• School has highly effective safeguarding measures in place e.g. fully compliant SCR and safer recruitment procedures are firmly embedded</li> <li>• Strong and stable leadership</li> <li>• Leadership is highly effective in identifying staffing issues, and when identified, they are consistently dealt with appropriately and quickly</li> <li>• Highly effective support for staff with well-being issues with levels of engagement</li> <li>• Highly effective Performance Review process in place with demonstrable evidence of effective CPD</li> <li>• Sick absence levels are within or below the sector norm</li> </ul>
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<b>ESTATES &amp; FACILITIES</b>	<ul style="list-style-type: none"> <li>• Lack of adherence to statutory compliance for servicing, testing, asbestos &amp; GDPR management</li> <li>• No risk assessments in place.</li> <li>• No evidence of fire action plan or emergency procedure planning.</li> <li>• Accident reporting not completed.</li> <li>• Lack of evidence that staff receive health and safety training and induction as appropriate to their role. • No evidence of monitoring of building condition, site hazards or cleanliness.</li> <li>• No evidence of recycling</li> <li>• No evidence of energy efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory testing undertaken but not all evidence of servicing is available.</li> <li>• GDPR management in place but with gaps and not followed up.</li> <li>• Fire risk assessment and action plan in place but regular drills and reviews of emergency procedures are not actioned.</li> <li>• Generic Risk assessments are in place but not communicated or reviewed.</li> <li>• Accident reporting undertaken but not reviewed and reported onwards. • Some health and safety training and inductions undertaken.</li> <li>• Occasional building reviews, hazard reporting and cleaning checks undertaken</li> <li>• No evidence of monitoring of building condition, site hazards or cleanliness.</li> <li>• Recycling systems in place.</li> <li>• Utility bills monitored and monthly meter reading recorded</li> </ul>	<ul style="list-style-type: none"> <li>• All statutory servicing and testing is undertaken with supporting evidence.</li> <li>• GDPR management system in place, communicated to staff and followed up.</li> <li>• Fire risk assessment, action plans and emergency plans in place and reviewed and effectively communicated. Regular drills and training undertaken.</li> <li>• All accidents are reported, recorded, reviewed and reported onwards if necessary.</li> <li>• Generic and specific activity risk assessments are in place, reviewed and accessible to staff.</li> <li>• All staff receive health and safety induction, training and refresh training as appropriate to their role.</li> <li>• Hazard reporting system in place and reviewed</li> <li>• Buildings are reviewed periodically for condition and cleanliness</li> <li>• Recycling systems in place and communicated.</li> <li>• Utility bills monitored and monthly meter reading recorded/some evidence of energy efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• All statutory servicing and testing is undertaken with supporting evidence • Fire risk assessment, action plans and emergency plans in place, reviewed and effectively communicated. Regular drills and training undertaken.</li> <li>• All accidents are reported, recorded, reviewed and reported onwards if necessary. Near misses are recorded.</li> <li>• Generic and specific activity risk assessments are in place, reviewed and accessible to staff.</li> <li>• All staff receive health and safety induction, training and refresh training as appropriate to their role. This is recorded.</li> <li>• Hazard reporting system in place and reviewed</li> <li>• GDPR management system in place, communicated, followed up and adopted by Staff</li> <li>• Buildings are regularly monitored for condition and cleanliness.</li> <li>• Principal/SLT carries out Tours of site and follows up on findings/issues.</li> <li>• Budget planning for maintenance, repairs and improvements in place.</li> <li>• Recycling systems in place, communicated and adopted</li> <li>• Utility bills monitored and monthly meter reading recorded</li> <li>• Energy efficiency part of culture</li> </ul>
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<p><b>IT</b></p>	<ul style="list-style-type: none"> <li>• Lack of a strategic approach to the management, development and implementation of ICT systems</li> <li>• Frequent losses of connectivity to network and cloud resources</li> <li>• Unreliable and outdated IT hardware equipment</li> <li>• Inadequate IT Support provision and lack of facility for staff to report IT hardware/software problems</li> <li>• No IT risk assessment in place</li> <li>• Lack of support, training and development of internal ICT teams. Significant decline in terms of staff training on existing and newly acquired software</li> <li>• No safeguarding and monitoring software in place</li> <li>• No GDPR compliance policies in place</li> <li>• Inadequate Backup and Disaster recovery procedures of IT systems</li> </ul>	<ul style="list-style-type: none"> <li>• ICT policies have been introduced but not fully implemented</li> <li>• Intermittent losses of connectivity to network and cloud resources</li> <li>• Equipment replaced on an ad-hoc basis</li> <li>• Adequate IT Support provision and the facility for staff to report IT hardware/software problems</li> <li>• Register of IT risk assessment has been introduced</li> <li>• Training and development needs for ICT staff have been identified. Training on existing and newly acquired software is being provided to all staff on an ad hoc basis</li> <li>• Incomplete coverage of safeguarding and monitoring software across the Academies</li> <li>• A GDPR readiness document has been produced and required actions have been identified</li> <li>• Backup and Disaster recovery needs have been identified but not fully actioned</li> </ul>	<ul style="list-style-type: none"> <li>• ICT policies have been implemented and communicated to staff</li> <li>• Reliable ICT infrastructures and systems are in place to ensure connectivity and accessibility to IT resources</li> <li>• A central procurement and replacement policy of all IT equipment is in place and in accordance with the Trust IT strategic plan</li> <li>• Enhanced IT Support provision in place, enabled with the introduction of a centrally managed IT HelpDesk.</li> <li>• IT risk assessment register has been completed and IT security vulnerabilities have been identified</li> <li>• Training for ICT staff has been introduced. Training on existing and newly acquired software is being provided to all staff on a regular basis</li> <li>• Trust-wide safeguarding and monitoring solution in place requiring internal staff resources to manage</li> <li>• Actions to ensure IT systems and services are GDPR compliant have been taken</li> <li>• Backup and Disaster recovery systems have been setup and documented</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A strategic plan with clearly defined policies for the management, development, maintenance and support of ICT technologies is in place and has been fully implemented</li> <li>• Robust and resilient ICT infrastructures and systems are in place to ensure connectivity and accessibility to IT resources</li> <li>• Proactive planning and individual consultation with Academies for centrally procuring IT equipment to ensure budget approval, Trust-wide bid pricing and installation scheduling in place</li> <li>• Excellent Support provided with all support requests efficiently managed via a centralised cloud-based ICT HelpDesk system that enables users to report issues via multiple channels and be updated electronically with progress and resolution information.</li> <li>• Internal controls, evidence and detailed actions are in place to minimise IT risks highlighted by the risk assessment register</li> <li>• Training and development of ICT staff is delivered either in-house or by certified trainers. Excellent support and training provided to all staff on existing and newly acquired software</li> <li>• A Proactive and fully managed Trust-wide safeguarding and monitoring solution is in place, not requiring any internal staff resources.</li> </ul>
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				<ul style="list-style-type: none"><li>• GDPR policies have been written and communicated to all staff. All systems and services are GDPR compliant</li><li>• Scheduled On-site and Off-site Backup and Disaster recovery procedures are fully implemented, automated and up to date.</li></ul>
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## Appendix 2 – Academy Phases linked to designations

PHASE 4 (Stabilise)	PHASE 3 (Repair)	PHASE 2 (Improve)	PHASE 1 (Sustain)
<ul style="list-style-type: none"> <li>• Full accountability</li> <li>• Intensive support</li> <li>• Immersion in school</li> <li>• Tactically collegiate</li> <li>• Directing</li> <li>• Reduce and mitigate risk</li> <li>• Pace setting for improvement</li> <li>• Hands on</li> <li>• Frequent contact</li> <li>• Setting up systems and processes</li> <li>• Writing strategic plans/SEFs</li> <li>• Alignment of SLT responsibilities</li> <li>• Strategic control; reduction of external influences</li> </ul>	<ul style="list-style-type: none"> <li>• High accountability</li> <li>• Partial immersion</li> <li>• Regular contact</li> <li>• QA of strategic processes</li> <li>• Chasing up operational implementation</li> <li>• Modelling to leaders, some direction, 'try this'</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate accountability</li> <li>• Managed risks enabled</li> <li>• QA of standards and SI strategy</li> <li>• Questioning and fine-tuning</li> <li>• Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Standard accountability</li> <li>• Light touch</li> <li>• QA termly</li> <li>• KPI checks regularly</li> <li>• School supporting others in the Trust – or externally</li> <li>• Principals implement phased improvement approach across different aspects of the school</li> </ul>

# Appendix 3 – Summit Learning Trust Central Team Structure 2020/21



Central team structure  
Academic Year 2020/21

