

Governor Briefing 2

12 December 2024



Agenda

1. Welcome
2. SEND Update
3. Safeguarding Update
4. Sustainability and Governance Overview
5. Latest updates and reminders from the Team
 - a. Filling Vacancies and succession planning
 - b. Board Data Confirmation
 - c. GovernorHub Option Survey
 - d. Thank you



Oxfordshire SEND Update

Jane Elvidge

Programme governance update

Following stakeholder feedback, the **purpose of these slides** is to provide an **update** on the programme governance arrangements, including greater clarity on the meeting and reporting cycle, TORs and expectations of key programme roles

CYP with SEND have better outcomes, Parent Carers have trust and confidence

Right Support, Right Time

In short: The right education, health and care support is provided to CYP and their families at the right time in the right place.

Scope: Early Help and Prevention, targeted setting support, SEND professional development, Alternative Provision improvement, review of statutory requirements, development of relevant Strategies and Frameworks across the system.

Outcome: There is a consistent approach across Oxfordshire in supporting children, young people and their families to access the right support at the right time in the right place. The workforce are confident in identifying emerging needs and intervening at an earlier point to avoid escalation of need.

Right Plan, Right First Time, Every Time

In short: EHCPs are child centred and strengths-based, meet the needs of CYP, are produced in a timely manner to a quality standard and reviewed annually.

Scope: Assessing requests for, and production of EHCPs, annual reviews, phase transfers, appeals and tribunals, quality assurance, incl. partner advices

Outcome: CYP, parents and carers, say they have an EHCP that reflects their views, meets their needs, is strengths-based and outcome focused

Right Provision, Right Time, Looking to Independence

In short: The timely and right specialist education, health and social care provision is provided at the right time in inclusive settings. CYP are also given options and pathways into FE and meaningful employment.

Scope: Specialist education, health and social care provision. Pathways into FE and employment, transition to adulthood.

Outcome: More children thrive in specialist settings and/or in FE and employment

Communication, Engagement & Co-Production

Strategy, Finance & Dashboards

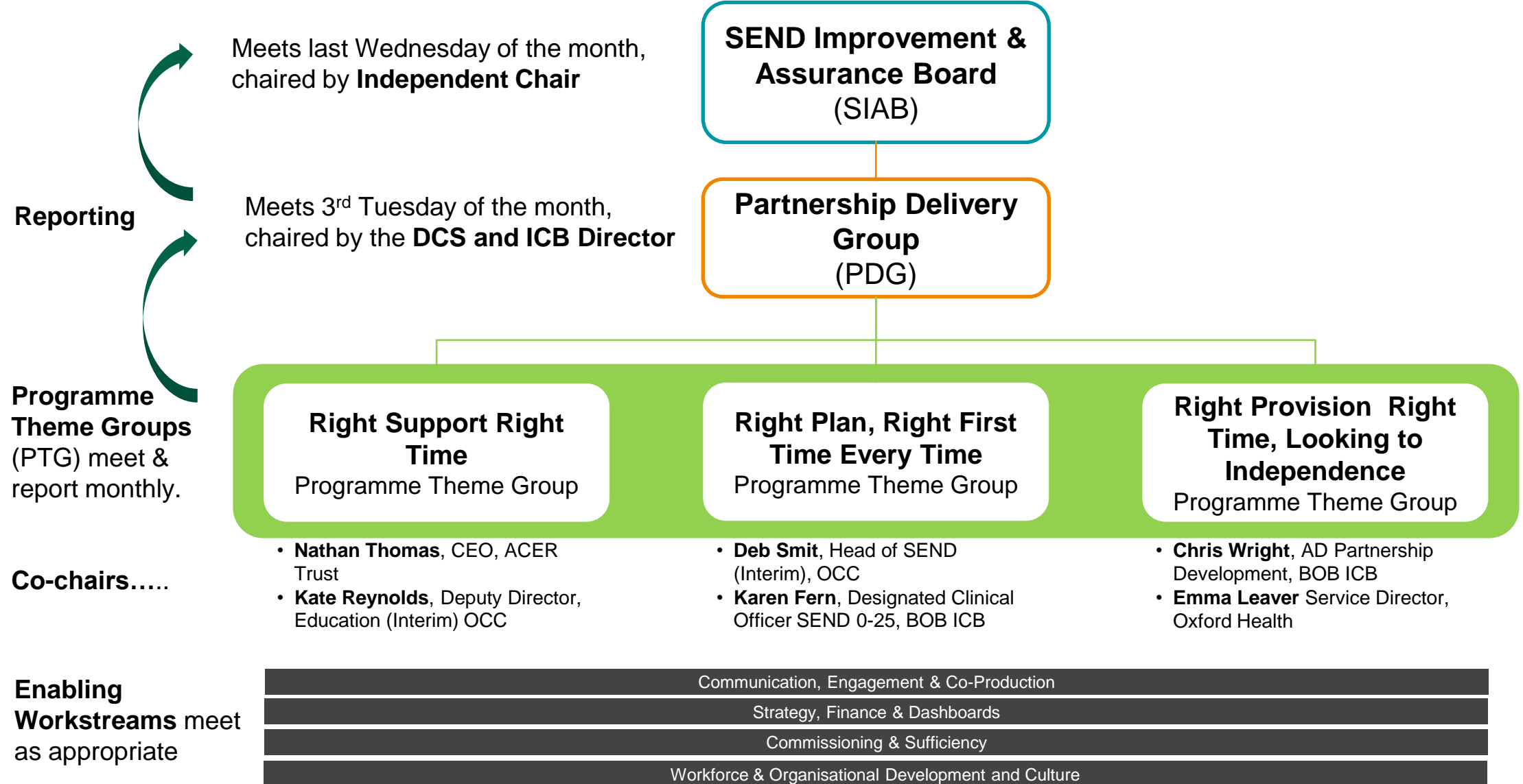
Commissioning & Sufficiency

Workforce & Organisational Development and Culture

Programme approach – a reminder

- **Why 3 themes?** Each theme has been designed to improve a part of the SEND system. More importantly, they also work as a whole and as such are inextricably linked.
- **Right Support Right Time** is the **cornerstone**, because success in enabling more CYP to thrive in an inclusive settings, means better outcomes for CYP, fewer requests for assessment and less pressure on the provision of high-cost specialist placements/services.
- This theme is predicated on earlier help and prevention and is the foundations for sustainable change, trust and confidence across the SEND system
- **Right Plan Right First Time** ensures that when CYP need specialist support, their needs are assessed and provided for promptly in an appropriate setting.
- **Right Provision, Right Time** ensures CYP follow the right pathways to specialist school provision, specialist health services and to employment and independence.

Programme Governance Meetings & Reporting Cycle





Oxfordshire
SEND

Our work with mainstream schools to develop enhanced support for SEND

- [Special educational needs and disabilities \(SEND\) improvement | Oxfordshire County Council](#)
 - [Reflections from Steve Crocker - 23 October 2024 | Oxfordshire County Council](#)
- 
- 

SEND Strategic Early Intervention team

- **218** schools have accessed the **SENDCO Helpdesk** for support and guidance
- **293** referrals have been made to **Special School Outreach (242 settings)**: 195 Primary, 29 Secondary and 18 Early Years settings)
- **100%** of schools agreed and strongly agree that their **bespoke needs were met** through **Special School Outreach**
- **100%** of schools agreed and strongly agree that the support received from **Special School Outreach effectively addressed** the needs identified
- **8 new Enhanced Pathways** started this year totalling **20** across the county. **Positive feedback** from parents, pupils and staff in these schools.
- **165** CYP supported in Enhanced Pathways to date. Their needs are being met **within their local community**.
- **4** cohorts of the Relational Schools Programme running. **45 settings**, 19 other professionals attending.
- Early indicators of implementation and success have been **significant reductions in detentions and suspensions** in secondary schools, **increased staff well-being**, a **reduction in staff turn-over**, **improved links with families and communities**, and **higher levels of attendance and engagement** in some students.
- **Oxfordshire's Ordinarily Available SEND Provision** reviewed and published
- **173 schools (60.5%)** registered for **Evaluate My School** to complete SEND self-evaluation
- **SEND Framework** – professionals' section of local offer **built and launched**
- **Young people's section of Local Offer** published
- **SEND Indicators Tool** created and published
- **SEND Youth forum** and advisory Board formed as YP co production and representative group

Special Schools across Oxfordshire are working with the County Council to develop a continuum of local provision through outreach support to help schools improve outcomes for our children and young people

The Special School Outreach project will offer specialist expertise to mainstream school staff to improve outcomes for pupils with special educational needs and disabilities.

Staff from special schools will work alongside existing teams in Oxfordshire to provide additional skills, knowledge and guidance where it is needed most.

What support is available?

Leadership Package - Develop a SEND/Behaviour and relationship strategy that focuses on principles of good teaching, building an inclusive culture in your school.

Leadership support includes, but not limited to:

- i. Support the development of strategies that focus principles of good teaching for SEND pupils, which are good for all students.
- ii. Support the development of policies for SEND.
- iii. Support the development of behaviour and relationship strategies that focuses on empowering mainstream schools through lasting cultural change.

Key Worker Development Package - Tailored support to meet the needs of the school which may include specific training focused on developing effective strategies for a specific group of students with identified needs/barriers.

Key worker development support includes, but not limited to:

- i. Specific training to upskill key workers – focus on developing effective strategies for a specific group of students with identified needs/barriers.
- ii. Modelling of good practice
- iii. Training and support for staff
- iv. Visit a specialist school (staff only) to see best practice e.g. resources, environment, interventions.
- v. Observation of strategies in the setting. discussion with key staff members

Further complimentary support – SEND Clinics

Several SEND Clinics will be running throughout the academic year across Oxfordshire. It is an opportunity to visit a special school for advice and guidance. Special schools will send dates out advertising these clinics and detail the SEND Clinic focus. Information will be advertised in the SENDCo Bulletin and School's News. Schools will need to book directly with the special needs schools.

SEND Clinic topics include; SEMH with a restorative focus, Effective Use of TAs, Supporting children with food aversions and limited diets and EYFS for SEND

Special School Outreach in practice

Special School Outreach is not intended to provide support for individual pupil cases. Special School Outreach provides support on sustained improvement, rather than short term fixes, with a focus on leadership and key worker development in schools to ensure cultural change.

Accessing support

Special School Outreach can be requested via the referral process at the SENDCO Helpdesk

Special School Outreach data

- **100% agreed and strongly agree** that their bespoke needs were met.
- **100% agreed and strongly agreed that** the support effectively addressed the needs identified.
- **100% of settings will implement all or some** of the strategies advised.

- 94% agreed and strongly agreed that support had contributed to a more inclusive and supportive environment.
- 94% agreed and strongly agreed that staff have a range of strategies to support access to the curriculum.
- 94% agreed and strongly agreed that staff feel confident to make reasonable adjustments.

Post survey evaluation comments

- Your guidance during challenging times provided us with a much-needed safe space. Your supportive approach allowed us to navigate our challenges more effectively and find clarity amidst the chaos.

- You empowered us to keep pushing forward, reminding us of the progress we often overlook. Your insights and encouragement have left a lasting impact on our work and well-being.

- Being able to talk through our systems for supporting high level SEN children, to develop our paperwork so it supported the children more positively, and to get ideas for approaches and resources from a very experienced practitioner.

- Thanks so much for your report and resources. It is great evidence for what we are doing around support and challenge.

Behaviour Inclusion Officers

- Recruited and commenced work in Jan/Feb 24,
- Last academic year the majority of referrals come via Exclusion and Reintegration Officers.
- Since September: live on Sendco helpdesk and an increase in referrals is anticipated

January - December

- **Students Supported:** 206 (with 236 on caseload)
- **Primary School Age Cases:** 84%
- **In-Person Visits:** 176 students
- **Online Consultations:** 17 schools
- **Students at Risk of PEX:** 19%
- **Review Meetings Offered:** 100% of schools (following in-school visit)

Next steps

- Professional development and SEND action plan for developing training offer
- Renewal of Evaluate My School licence and increase number of schools registering and using
- Business cases presented to secure funding for projects longer term

Oxfordshire SEND

How we share updates with schools and where they can go for support

Regular update channels

- Schools New and SENDCO bulletin
- Schools Information Exchange, SENDCO Briefings, Governor Briefings,

SENDCO Briefing 12th December

Agenda

SEND Indicators Tool – guidance and best practice

SEND Framework – launch

**Ordinarily Available SEND Provision update and work with Parent
Carer Forum**

Evaluate My School update

SENDCO Helpdesk – FAQs launch

Student-facing Support Staff (SfSS) induction

SEND and CPD

EHCP Casework Team update and FAQs

What would you like to hear about?

SEND Framework

[SENDCO support | Oxfordshire Schools](#)

Identify a child's strengths, weaknesses and learning needs.

Assess



Skills and tools available to help identify interventions, support and outcomes.

Plan



How to put in practice the plan including how to manage and implement it.

Do



This stage should involve the teachers, SENDCO, the child and their family.

Review

SENDCO support: Plan

[SENDCO essential training >](#)

[The four broad areas of need >](#)

Information on the range of needs that schools should plan for.

[Roles and responsibilities >](#)

Early years settings and school-based role-related responsibilities

[High quality, inclusive teaching and learning >](#)

Teaching strategies to support children with SEND

[Adaptive and inclusive teaching >](#)

Continually assess the strengths and needs of pupils, adapting teaching accordingly

[The principles of inclusion >](#)

Understand the rights of children in education.

[The graduated response >](#)

Understand the four step cycle of assess, plan do and review.

Summary Highlights October 2024

38 enquiries in September

14 early years

24 primary and secondary

Enquiries by area

16 primary and secondary enquiries were in the South, followed by 7 in the North, 1 centrally, Early years enquiries were 5 in the North, 5 in the south and 1 centrally

Enquiries by setting

14 Early years

3 enquiries were Secondary,
1 College

19 from primary Schools and 1
from a special school

Enquiries by theme

Primary & Secondary referrals

13 for SEND processes, 6 for SEMH/behaviour, 3 for C&I needs, 2 other

Early Years referrals

11 around C&I, SEMH and behaviour needs, 1 for SaLT support and 2 for accessing funding

Enquiries by frequency

The Helpdesk enquiries are trending up each month.
Oct 23 – 16 enquiries
Oct 24 – 36 Enquiries

There has been an overall increase of 2 referrals since September 24 and increased hours of time taken to respond to enquiries. The time taken to respond has increased from Feb 24 - Oct 24 by 86% due to more complex enquiries and new SENDCos in post requiring more meeting time

Helpdesk Evaluations in October

7 Completed evaluations

Evaluation from SENDCos (Scale 0-5)

Timeliness 100% 5/5, Helpfulness of information given 100% 5/5, Overall quality of service 100% 5/5

Every time I've requested help, whether urgent or not, I've had a quick response from the team. Mostly their advice has been through emails, which works well. For a much more complex child, I was able to have a chat with Mel about a variety of options and avenues to explore. For a new SENDCo, this service is invaluable. Thank you all so much!

Quick service and sent me exactly what I needed – very helpful resource

Thank you so much for your time yesterday, you were extremely helpful and supported me above and beyond. I really cannot state how invaluable this service is for practitioners who just need to talk out the scenarios they find themselves in and get reassurance and advice from other professionals. Thank you so much

The service was quick to respond and gave me a clear answer to the problem I had. Would definitely use again.

Very prompt and really helpful!

LADO and Education Safeguarding Update

Jo Lloyd

Section 175/157



100% submissions on time – Thank you!!



January- sample of schools will be moderated



Feedback and reporting in the new year.



Allegation management- LADO threshold

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child,
- possibly committed a criminal offence against or related to a child,
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Process for managing allegations

Concern about staff member



Headteacher

Concern about Headteacher



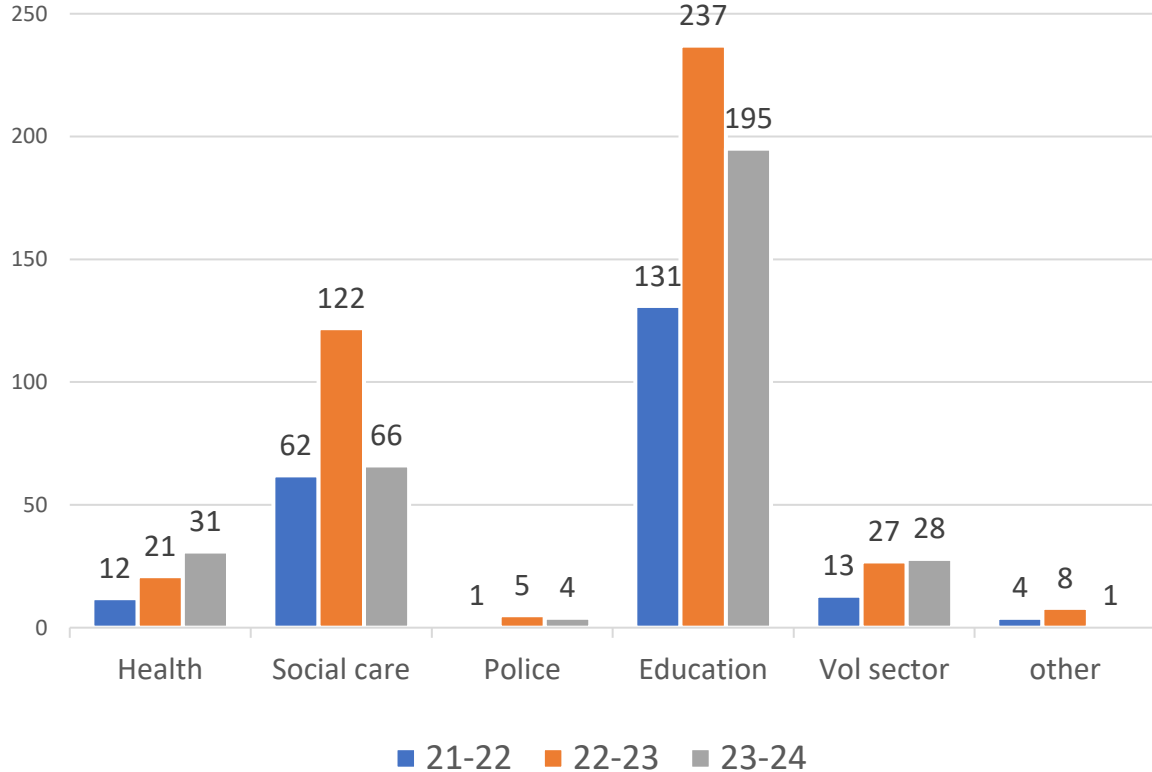
Chair of Governors

Low Level Concerns (KCSIE)

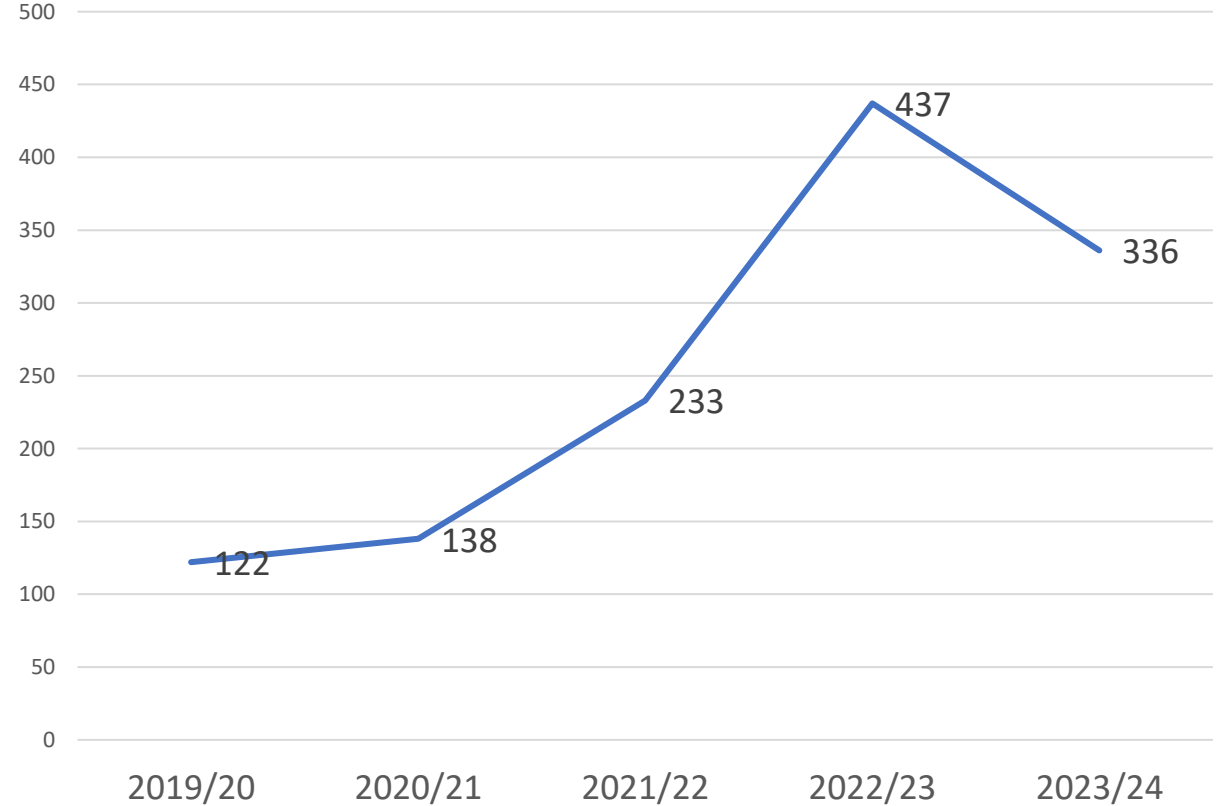
- The term low level concern does not mean that it is insignificant, a low-level concern is any concern - no matter how small - that an adult working in or on behalf of the school or college may have acted in a way that:
 - Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
 - Does not meet the harm threshold or is otherwise not serious enough to consider a referral to LADO.
 - Low-level concerns need to be reported, recorded and addressed to safeguard the adult and children (and hopefully prevent them occurring again).
-
- Themes from your school?? Number?

Oxfordshire Data April 23- March 24

Number of allegations per Agency

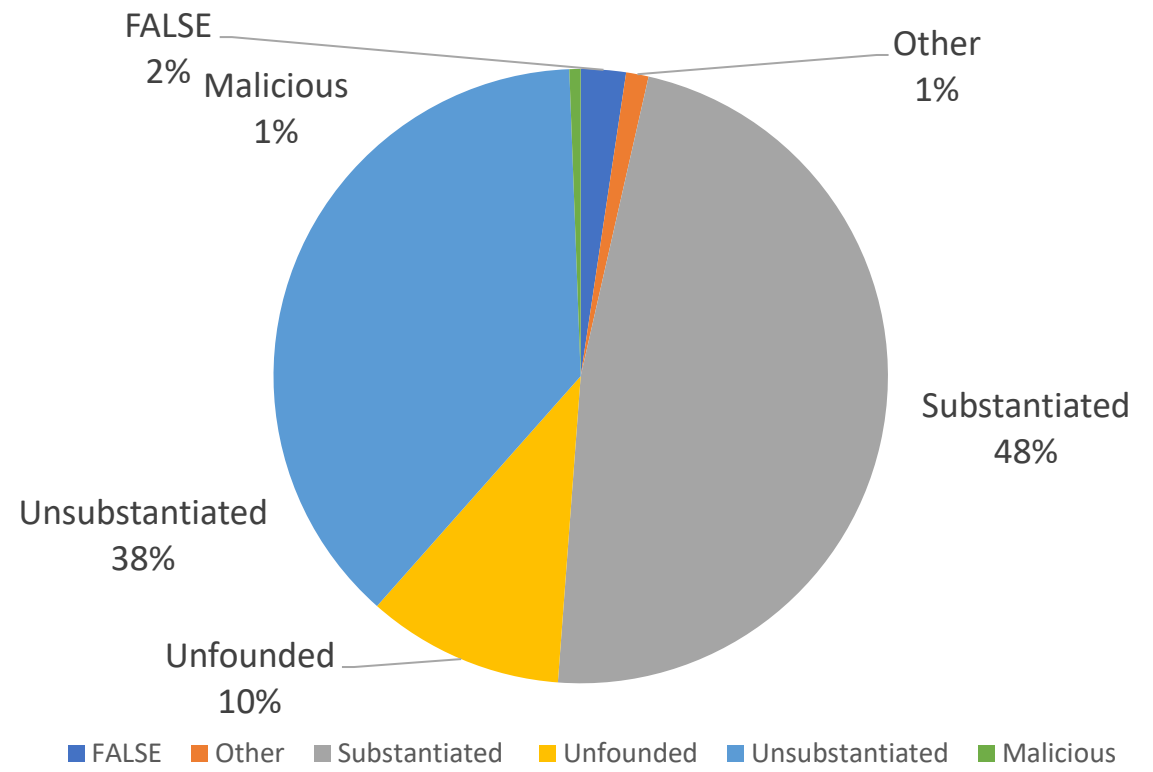
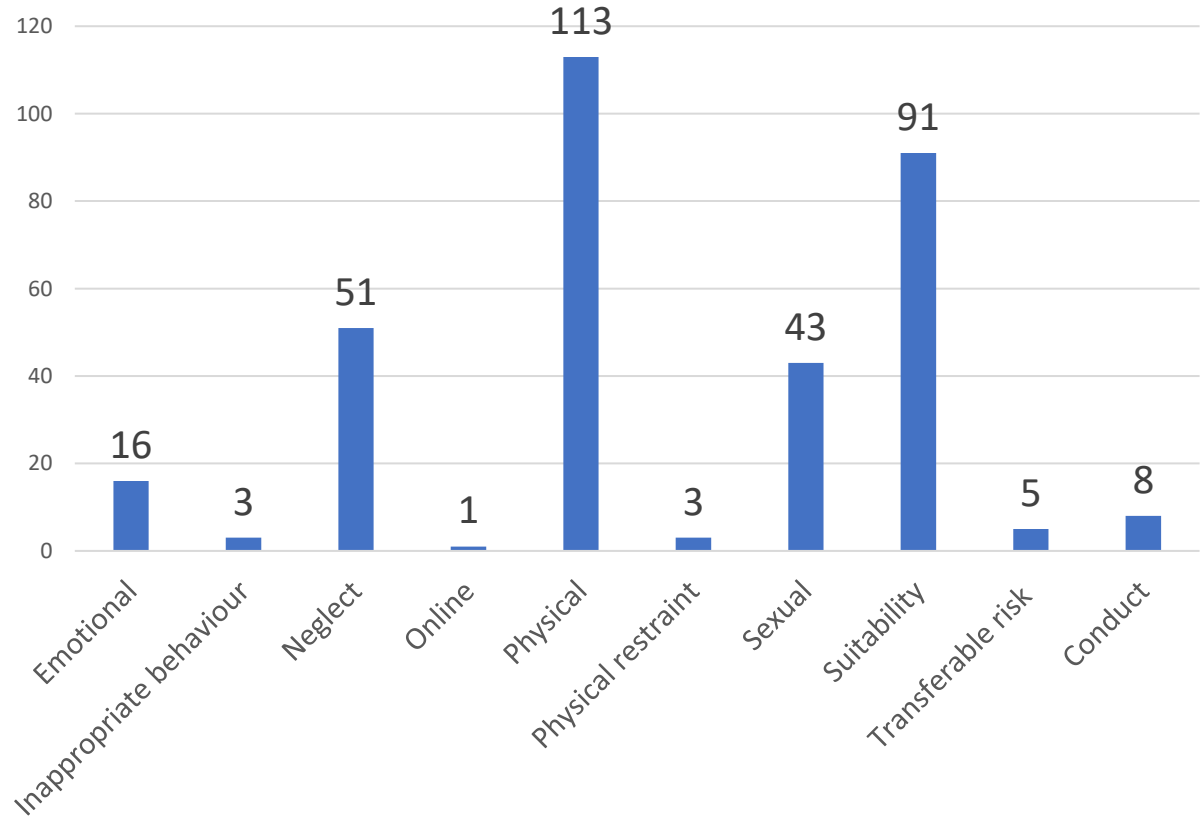


Allegations that met LADO threshold



Oxfordshire Data April 23-March 24

Category of Abuse-allegations that met LADO threshold



Preventing Allegations

ABC:
Assume nothing,
believe no-one,
challenge
everything...

- Professional curiosity is key
- Be open to “it could happen here”
- Embedding a culture where you encourage staff to raise concerns and reassure them that things will be dealt with appropriately is the best way to prevent abuse and protect children and staff
- Safer recruitment including induction
- Learning about being professional boundaries
- Culture of vigilance
- Being open to listening to staff
- Induction and the value of fresh eyes
- Respond to low level concerns, track patterns
- Have you clear codes of conduct, professional boundaries and guidance on physical contact?
- Clear safe internet use in and out of workplace?

Cyber security training

<https://www.ncsc.gov.uk/information/school-governor-questions>



National Cyber
Security Centre

Cyber security in schools: questions for governors and trustees

Questions for the governing body and trustees to ask school leaders, to help improve a school's understanding of its cyber security risks.



Sustainability and Governance

Overview

Our duties as governors informed by the DfE's strategic response to the climate crisis

Claire Gilbert



The DfE's Sustainability and Climate Change Strategy 2022

The vision:

The United Kingdom is the world-leading education sector in sustainability and climate change by 2030.

By 2025, every school to have:

- **A Climate Action Plan**
 - **A Sustainability Lead.**
-

Climate Action Plan - by 2025

A Climate Action Plan has four areas, aligned with the strategy.

1. Decarbonisation
2. Adaptation and resilience
3. Biodiversity
4. Climate education and green careers

There is a lot of free support available.

Sustainability Lead - by 2025

Identifying your sustainability leadership structure

Though it is up to each individual setting or trust to decide the structure of their sustainability leadership team, best practice shows that change is delivered when driven by a diverse team of passionate individuals. It is important that both educational (for example, teaching staff) and operational (for example, estates management) expertise is brought to this team.

The presence of senior leaders from your organisation is critical for planning and implementation to be successful. They have the authority, capacity, and support to influence and lead strategic change within the setting.

You may choose to take an individual setting approach to building sustainability leadership, set it up across a multi-academy trust (if your setting is a member of one), or both.

From: [Sustainability leadership and climate action plans in education - GOV.UK](#)

Senior leadership team (SLT), governors, trustees and executive leaders

As senior decision makers, SLT and governors should support and drive your sustainable activity. They should:

- provide the authority and support to drive and embed culture change
- ensure climate change and sustainability feature on the agenda at key meetings
- be responsible for succession planning, so that commitment to sustainability endures in the setting

What actions should governors take?

- Read the **National Governance Association's** advice on [greener governance](#).
 - Get **sustainability on the agenda**. It's not an add-on; it's critical.
 - **Appoint a governor** with responsibility for sustainability.
 - Ask your leadership about their **plans**.
 - Familiarise yourself with the **support** - there is a lot available.
 - **Sign up for training on 28th January.**
-



Support available



- [Let's Go Zero](#) - free Climate Action Advisors available to support schools with this work.
- [Climate Ambassadors](#) - support from local climate experts.
- [Sustainability Support for Education](#) - free govt resource hub.
- [National Education Park](#) - also from the govt
- UK Schools Sustainability Network Operations Group
- [Count Your Carbon](#)

Sustainability Governance Training

Tuesday 28 January 2024 19:00-20:00

Book through GovernorHub or via
GovernorTraining@Oxfordshire.gov.uk



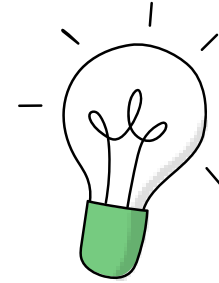
Governor Services Updates and Reminders

Helen Tate

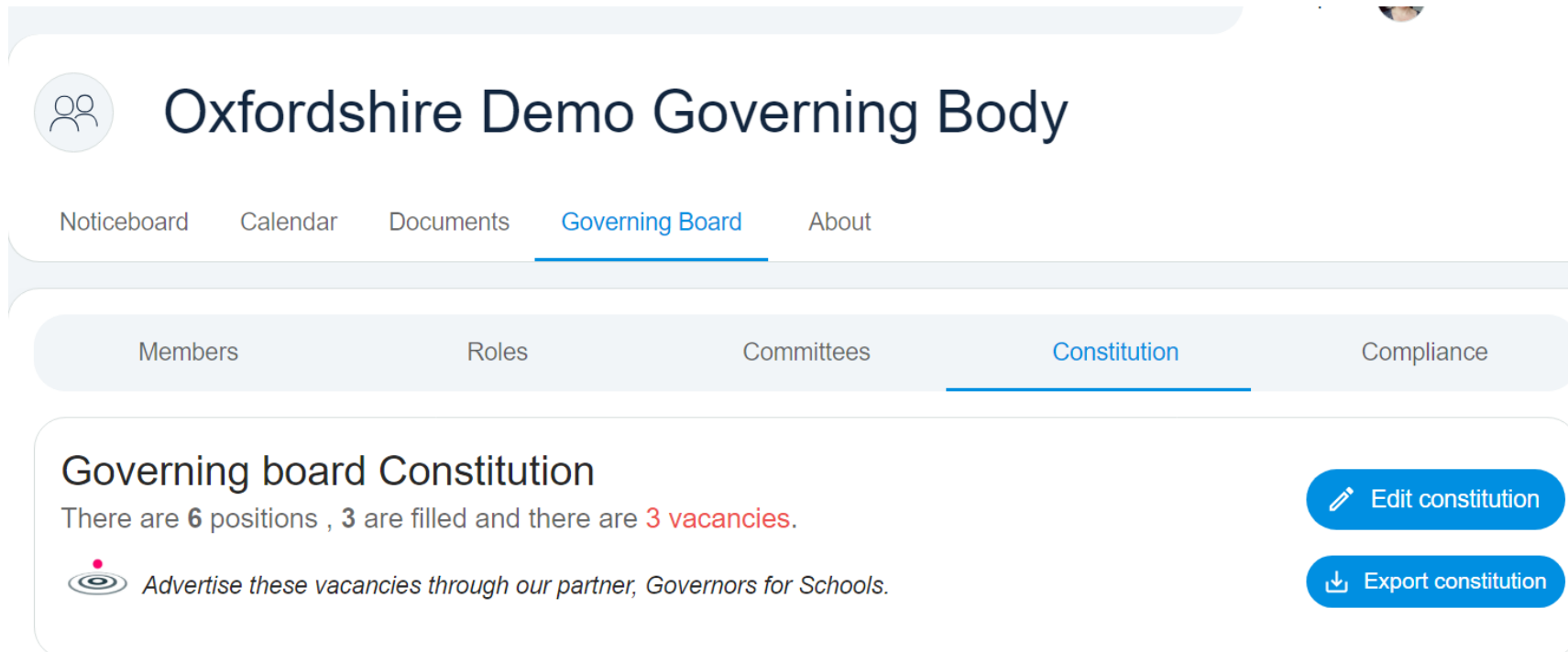
Filling Governor Vacancies

What vacancies do you have?

How many? What type?



1. Ask your governance professional (clerk)
2. Check GovernorHub




Oxfordshire Demo Governing Body

Noticeboard Calendar Documents **Governing Board** About

Members Roles Committees **Constitution** Compliance

Governing board Constitution

There are **6** positions , **3** are filled and there are **3 vacancies**.

 Advertise these vacancies through our partner, *Governors for Schools*.

[Edit constitution](#)

[Export constitution](#)

How to fill the vacancies

Ex-Officio

Appointed by virtue of their role

- Headteacher
- Foundation

Election

Elected by the relevant body

- Parent Governor
- Staff Governor
(not headteacher)

Appointment

Appointed by the Board:

- Co-Opted
- *Local Authority (LA governor)

Appointed by the foundation (usually Diocese):

- Foundation Governor

Types of Governor in a maintained school

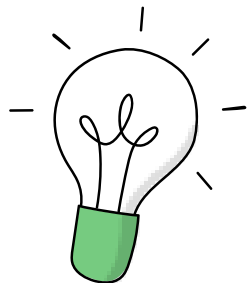
Category	Elected or Appointed	Comments
Parent governors	Usually elected by the parent body	May be appointed if not enough candidates are nominated for the number of vacancies
Staff governors	Elected by staff	The position remains vacant if there are no candidates
Headteacher	<i>Ex officio</i> position	Headteachers can resign as a governor, but this is rare
Co-opted governors	Appointed by the governing board	Candidates the board consider to have the skills required to support governance
Local Authority (LA) governor	Appointed by the governing board	The LA nominates candidates, but the board must decide if the candidate has the required skills
Foundation governors	Appointed by the 'person' identified in the instrument of government	The 'person' is usually the school's founding body, church (diocese or PCC) or an organisation (other than the LA). For these vacancies, contact the organisation for their appointment procedures
Associate member	Appointed by the governing board	Their specific expertise and experience can contribute to good governance, but they are not governors and have limited voting rights

The right skills around the table

- What skills does *your board* already have? Where are the gaps?
- Ensure you complete a skills audit of your board every year
- Review your skills audit *before* recruiting



Governing
Board skills
audit
(nga.org.uk)



Look at the skills audit for your school

- Which skills would ***your board*** benefit from?
- What training would ***you*** benefit from?
- ***Where*** can you access this training?



Where to find new governors?

Locally

- Social media
- School communications
- Chamber of Commerce
- Local media
- Neighbouring schools
- Community spaces and events
- Headhunting
- Alumni
- Professional groups
- Church
- Local employers



Organisations which can help



[Governors for Schools - Effective Governors, Excellent Schools](#) - finds, places, and supports skilled volunteers as governors and trustees on school and academy boards.

[Do IT | Connecting people to do good things](#) - national database of volunteering opportunities including school governance.

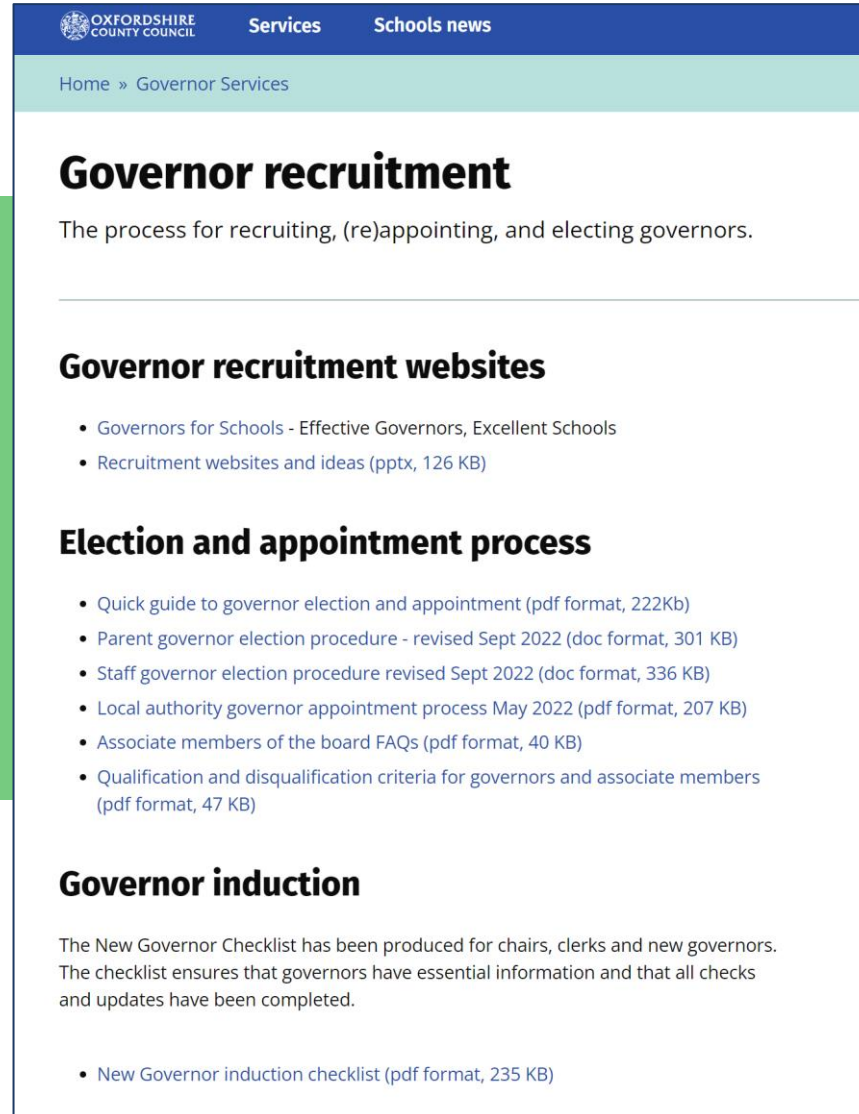
[Reach Volunteering](#) - allows organisations to post vacancies and search their community to find new volunteers

[Welcome to the National Black Governors Network \(NBGN\)](#) represents Black people seeking to become trustees and governors across all levels of education.

[Young Trustees Movement](#) - specialise in promoting trustee positions for volunteers who are under 30 years of age.

More information

Governor recruitment | Oxfordshire Schools



The screenshot shows a web page with a blue header containing the Oxfordshire County Council logo, 'Services', and 'Schools news'. Below the header is a light blue breadcrumb trail: 'Home » Governor Services'. The main content area is white and features three sections: 'Governor recruitment', 'Governor recruitment websites', and 'Election and appointment process'. Each section has a bold heading and a list of links. The 'Governor recruitment' section includes a brief description. The 'Governor recruitment websites' section lists two links. The 'Election and appointment process' section lists five links. The 'Governor induction' section includes a brief description and one link.

OXFORDSHIRE COUNTY COUNCIL Services Schools news

Home » Governor Services

Governor recruitment

The process for recruiting, (re)appointing, and electing governors.

Governor recruitment websites

- [Governors for Schools - Effective Governors, Excellent Schools](#)
- [Recruitment websites and ideas \(pptx, 126 KB\)](#)

Election and appointment process

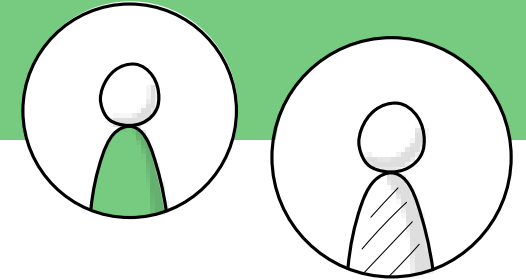
- [Quick guide to governor election and appointment \(pdf format, 222Kb\)](#)
- [Parent governor election procedure - revised Sept 2022 \(doc format, 301 KB\)](#)
- [Staff governor election procedure revised Sept 2022 \(doc format, 336 KB\)](#)
- [Local authority governor appointment process May 2022 \(pdf format, 207 KB\)](#)
- [Associate members of the board FAQs \(pdf format, 40 KB\)](#)
- [Qualification and disqualification criteria for governors and associate members \(pdf format, 47 KB\)](#)

Governor induction

The New Governor Checklist has been produced for chairs, clerks and new governors. The checklist ensures that governors have essential information and that all checks and updates have been completed.

- [New Governor induction checklist \(pdf format, 235 KB\)](#)

Succession planning



- FGB meeting agenda
- Training - OCC Governor Services Successful Chairing course
- Shadowing roles
- Look at your skills audit
- Rotate roles regularly Consider co-chairing
- One for the current Chairs – give notice of your intentions

Data Accuracy (maintained schools)



Details to keep up to date on GovernorHub:

- Name, email address, and contact number for all governors
- Role and term dates for each governor on the Constitution page
- Assignment of role of Chair/Vice Chair/Clerk on the Roles page
- Committee Chairs and committee membership
- Link governor roles (at minimum, safeguarding and finance)

The school's website

[What maintained schools must publish online - GOV.UK](#)

[What academies, free schools and colleges must or should publish online - GOV.UK](#)

Get Information About Schools (GIAS)

[Get Information about Schools - GOV.UK](#)



GovernorHub price increase option survey (maintained schools)

Please use the QR code to go to the survey, consider the options and indicate which one is most preferable to your board.
One return per school please.

Returns by 17:00 on
13 December 2024 please



Thank you to you all!

Next Session:

Governor Briefing 3

Thursday 06 February 2025

