



Trustees with Designated assurance responsibilities

Designated Trustees	Trustee	ELT Link	Committee
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Expectations of the assigned trustees

Health and Safety

- **Read the school level H and S reports submitted by the Executive Lead for H and S**
- **Read the available external H and S audit reports for each school**
- **Read the LSB Assurance reports for each school**

Determination of levels of assurance for the Board of Trustees regarding:

The levels of compliance of the Trust regarding statutory H and S matters;

The robustness and thoroughness of risk assessments and interventions to address any identified issues which compromise the Health and Safety of students and/or staff.

Advise the Trust Board regarding:

- any required changes to Health and Safety policy and to operational approaches to risk assessment.
- any required budget spends to ensure that Health and Safety matters are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to Health and Safety matters.

Safeguarding

- **Read the school level Safeguarding reports submitted by the Executive Lead for Safeguarding**
- **Read the Safeguarding 'Health Check' reports for each school**
- **Read the LSB Assurance reports for each school**

Determination of levels of assurance for the Board of Trustees regarding:

The ways in which any significant issues affecting the school in relation to safeguarding are being handled effectively

The capacity of the Designated Safeguarding Leads to manage the number of casof



The effectiveness of the Safeguarding/Child Protection training pathways for staff. For example, how the lessons learnt from Serious Case Reviews are disseminated and evaluated.

Advise the Trust Board regarding:

- any required changes to Safeguarding policy and to operational approaches to safeguarding procedure.
- any required budget spends to ensure that Safeguarding matters are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to Safeguarding matters.

Pupil Premium

The use of dedicated funds to support disadvantaged students

- **Read the Pupil Premium reports on the websites of each of the Trust's schools**
- **Read the LSB Assurance reports for linked to Pupil Premium**

Determination of levels of assurance for the Board of Trustees regarding:

The effective use of pupil Premium funding to support students in the Trust schools i.e., use that is informed by the specific needs of students in receipt of the funding and by research findings regarding effective interventions to support these needs.

The quality of on-going monitoring by the schools of the impact of interventions funded by the pupil premium funding.

The impact of pupil premium funding on student outcomes. Are differences being diminished between the attainment and progress of students in receipt of pupil premium funding and those who are not?

The compliance of the websites of each school regarding pupil premium spend and its impact.

How 'student voice' is captured and factored into Pupil Premium provision.

Advise the Trust Board regarding:

- any required changes to policy and to operational approaches to supporting disadvantaged students.
- any required budget spends to ensure that provision linked to disadvantaged students are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to matters linked to provision to support disadvantaged students.
- the numbers of pupils in receipt of pupil premium in each school: totals and cut by groups.



Provision for students with Special Educational Needs and Disabilities (SEND) in mainstream schools

- Read the LSB assurance reports linked to pupil groups

Determination of levels of assurance for the Board of trustees regarding:

How well each school identifies students with SEND – and how their needs are addressed.

How effectively SEND funding is allocated and spent.

How students with SEND are helped to access the curriculum and participate fully in the life of each school.

The appropriateness of the culture and ethos of each school to support pupils with SEND

How effectively the school works with the parents of students with SEND for example their involvement in reviews of progress.

How the schools meet their Equality Act duties for pupils with disabilities.

The degree to which the schools: take account of the SEND Code of Practice when carrying out their duties in relation to pupils with SEND; co-operate with the local authority in developing the local offer and publish on