



St Chad's

Academies Trust

Link Member Advice

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Local Academy Committee (LAC) Member Link Advice Sheets

St Chad's Academies Trust has compiled this booklet, which we hope will be useful when having discussions with relevant staff in the academy.

This guidance is intended to be used alongside the academy's own policy for link LAC Members.

The guidance is not to be regarded as absolute guidance for link LAC Members. Rather, it can be used as a starting point for LAC Members new to the role.

The way in which feedback from link visits is given to the LAC Committee should be consistent, as outlined in a robust policy. This feedback, when minuted, will be useful evidence of LAC Member involvement in the life of the academy.

It is important that Link Committee Members work alongside the relevant staff and are not there to make judgements but to look at the supporting evidence available.

Guidance for the following areas are included here;

- Safeguarding
- Special Educational needs (SEN)
- Health & safety
- Literacy Numeracy
- Information & Communication Technology (ICT)
- Early Years Foundation Stage (EYFS)
- Behaviour
- PSHE
- Spirituality
- Religious Education, R.E.
- Higher Attaining Pupils
- Gypsy, Roma & Traveler Children GRT
- Looked After Children
- Pupil Premium

Role of the link LAC Member for – Safeguarding

We do not advise that staff LAC Members take on this role as there would be a conflict of interest.

The LAC is responsible for ensuring that the academy has effective policies and procedures in place for safeguarding pupils and monitoring the academy's compliance with them.

As the academy Link Member for child protection and safeguarding, you will play an essential role in ensuring academy pupils are protected. Effective child protection is a vital part of wider work to safeguard and promote the welfare of pupils.

What does the safeguarding link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Strive to ensure that all reasonable steps are being taken by the academy to keep children safe. This would include signing-in procedures and arrangements for disclosure of sensitive information.
- Meet with the designated teacher for child protection in the academy for regular updates. (These would NOT include discussions about individual children).
- Raise awareness of safeguarding issues at LAC meetings. This would include awareness raising about Disclosure and Barring Service (DBS) & safer recruitment. Ensure that LAC members have appropriate training.
- Implements, helps review policies and practice on safeguarding issues.
- Is familiar with legal guidance relating to child protection and safeguarding and attends any relevant training sessions;
- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB)
- Ensure the LAC has suitable and up-to-date policies for:
Child protection
Staff code of conduct/staff behaviour
Handling allegations against staff and volunteers
- Ensure the academy has appropriate safeguarding responses to children who are missing from education, to help identify the risk of abuse and neglect and help prevent further incidents
- Ensure the academy has appropriate online filters and monitoring systems in place
- Report back to the LAC about safeguarding issues and developments and ensure action is taken where necessary
- Is aware of the number of pupils currently on the child protection register;

- Encourage other members of the LAC to develop their understanding of their safeguarding responsibilities
- Make sure the academy has appointed a designated safeguarding lead (DSL) and appropriate deputies – it is recommended that there is a team of safeguarding leads
- Helps to ensure that the academy works well with relevant agencies and individuals;
- Make sure the academy has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Meet regularly with the DSL to monitor that the academy’s policy and procedures are effective and all staff, LAC Members and volunteers have had the appropriate level of training (as applicable)
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Ensure the curriculum covers safeguarding, including online safety
- Monitor the single central record (SCR) alongside the DSL to ensure the academy carries out the appropriate recruitment checks on staff and LAC Members.
- Ensures that the academy has an up-to-date and agreed staff disciplinary procedure for dealing with allegations of misconduct against staff, including child protection allegations, that complies with the relevant legislation;
- Ensures that safe recruitment procedures are in place and appropriate checks are being carried out on new members of staff and volunteers;

Questions a link LAC Member might ask:

1. How are all staff (including volunteers) made aware of safeguarding procedures?
2. Have relevant staff completed safer recruitment training?
3. Who is responsible for checking and updating the single central record and are LAC Members included?
4. How often is the SCR checked and reviewed?
5. How is e-safety coordinated within the academy? (See check-list which follows.)
6. Have all staff been made aware of the academy code of conduct?
7. Are arrangements in place to ensure that in the absence of the designated member of staff, staff know where to go to seek advice?

8. Are there sufficient resources available to the designated member of staff to enable them to carry out their role effectively?
9. Are the academy's safeguarding responsibilities communicated to parents? How is this carried out? Is this information clearly identified on the website?
10. What are the academy's child protection and safeguarding priorities and how do you plan to address them?
11. What issues do we share and how do we work with other academies within the Trust and diocese?
12. What other agencies do we work with within the area and how effective are these partnerships?
13. Is there anything we can do as a LAC to enhance partnership working?
14. Do we need more staff dedicated to Safeguarding work (e.g. Learning Mentors)?
15. How safe do pupils feel? How do you know this?
16. Has anything changed in our policy this year? Why?
17. How many pupils have individual child in need or child protection plans?
18. What more could we do to ensure our children are safeguarded?
19. What training have staff and LAC Members received? Is it up-to-date?
20. Are any other organisations using the school premises, have they appropriately vetted their?

Annual checklist for e-Safety LAC Member

It is suggested that the e-Safety LAC Member tables this document at least once a year at a termly meeting of the LAC and at the next meeting following any major incident.

Action	Completed by: (date)
The Acceptable Use Policy is in place and has been revised to accommodate any developments in technology and its use.	
All staff (teaching and non-teaching) and LAC Members, any volunteers or supply staff are familiar with the current e-safety policy and the Acceptable Use Policy	
E-Safety forms a part of the induction process for all new staff.	
Regular e-Safety training takes place for all staff as part of the academy's CPD.	
All new parents/carers have received a copy of the academy's AUP.	
All parents/carers have received a copy of the internet access permission form and returned their response to academy.	
E-Safety awareness raising is available for parents and carers.	
All pupils receive e-Safety education as a regular part of their curriculum.	
All staff (teaching and non-teaching) and any volunteers or supply staff know what to do if an incident occurs.	
All users are compliant with additional AUPs and Terms and conditions contained in other services (such as a learning platform) and procedures are in place to ensure this happens.	
All users understand the use of 'e-safety monitoring software' if installed.	
Ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support LAC Members can be found in KCSIE 2018 Annex C.	

Role of the link LAC Member for – Special Educational Needs

As with all guidance for link LAC Members, we recommend that this is used in conjunction with the academy's policy for LAC Member links.

LAC members have specific legal responsibilities in relation to pupils with special educational needs (SEN). In recognition of these responsibilities, many LACs appoint a specific SEN Link Member, who has responsibility for liaising with the academy's SEN coordinator and must ensure that the LAC is aware of, and fulfils its responsibilities for, special educational needs as described in the DfE publication SEN Code of practice (DfES/581/2001)

The 'Code of Practice for the Identification and Assessment of SEN' (known more commonly as the Code of Practice) recommends that a Link Member be appointed for SEN to work alongside the academy SEN coordinator (SENCO) in order to monitor the way in which the academy manages its provision for pupils with SEN and to report on this regularly to the St Chad's Academies Trust .

NB. As part of the Children and Families Bill there have been changes introduced which will come into effect September 2014: replacing statements with single 0-25 education, health and care plans.

What does the SEN link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Strive to ensure that all pupils with SEN get the help they need to access the curriculum and to participate fully in the life of the academy.
- Raise awareness of SEN issues at LAC meetings.
- Give up to date information on SEN provision within the academy.
- Help review policies on provision for pupils with SEN
- Ensure that parents have confidence in the provision.
- Keeping up-to-date with relevant guidance and legislation. Attend training in order to keep up to date with developments in this area.
- Liaising regularly with the academy SENCO, other Members and academy staff as necessary;
- Ensuring that the SEN policy is appropriately implemented;
- Ensuring that all parents are kept informed of the academy's SEN policy;
- Informing the St Chad's Academies Trust about SEN systems and practices within the academy;
- Helping to ensure that all SEN pupils have access to a broad and balanced curriculum;
- Ensuring that the budget for SEN is allocated to pupils with SEN;
- Liaising with the Link Governor for Child Protection and Safeguarding when appropriate;

Getting Started

- Arrange a meeting with the academy SENCO to find out about SEN provision in the academy;
- Ask for a copy of the academy's SEN policy and the SEN Code of Practice;
- Ascertain how the academy identifies SEN pupils;
- Ascertain how the academy decides how the budget for SEN pupils is spent;

- Ascertain information on the academy's links with external agencies

Questions a link LAC Member might ask:

1. What are the key documents that I need to know about to be a good link LAC Member? (This should include a discussion about the SEN Code of Practice.)
2. Can you explain the role of the Special Educational Needs coordinator (SENCO)?
3. How is the SENCO updated on current best practice – both locally and nationally?
4. How regularly is the SEN policy reviewed and by whom? Could I be involved in future?
5. How are pupils identified as having special educational needs and how are the parents involved?
6. How effectively do teachers in all year groups meet the learning needs of pupils with SEN? (This should include a discussion about Individual Education Plans (IEPs).)
7. Do pupils with SEN get access to all areas of the curriculum? (if not, why not?)
8. What difference is pupil premium money making to standards?
9. How many pupils in the academy have SEN? *SEN Members do not need to identify the names of individual pupils who are receiving support and it is inappropriate for them to view this list.
10. How many members of staff have a particular role in SEN?
11. When were their skills last reviewed? What were the outcomes of the review?
12. What is the process once a pupil has been identified as having SEN?
13. What is the nature and range of SEN in the academy?
14. What is the proportion of SEN pupils within different groups, e.g. boys/girls, black and ethnic minority pupils, Looked After Children (LAC)?
15. Does the academy SEN policy reflect and meet the needs of pupils?
16. How does the policy ensure the support of pupils in their transfer to and from other schools/academies?
17. How does the academy provide equal access to both the premises and curriculum for pupils with SEN or disabilities?

18. What progress has been made on the SEN section of the Academy Improvement Plan (AIP)?
19. What links does the academy have with external agencies in regards to SEN?
20. What links does the academy have with other Trust academies in regards to SEN?
21. Are there areas of SEN provision which could be improved by learning from other schools/academies which have expertise in this area?
22. Does the academy have particular expertise in one or more areas of SEN provision which could be shared with others?
23. How does the academy work in partnership with parents to help meet the needs of pupils with SEN?
24. Do parents of pupils with SEN have access to information about sources of advice and support?
25. Does the academy ensure that voluntary helpers are appropriately aware of the needs of pupils with SEN that they work with? Are voluntary helpers used to specifically support pupils with SEN? How?
26. How well do pupils with SEN perform?
27. How well is the academy's SEN work monitored?
28. Does the SENCO have sufficient time and resources in order to carry out their responsibilities?
29. What is the rate of fixed term and permanent exclusions of pupils with SEN?
30. What are the authorised and unauthorised attendance figures for pupils with SEN?
31. How are Newly Qualified Teachers supported to meet the needs of children with SEN?
32. Is there an accessibility plan in place? When is this due to be reviewed?
33. What are the key issues in respect of SEN which need to be addressed in the Academy Improvement Plan? What progress has been made in addressing current SEN issues in the plan?

Role of the link LAC Member for – Health and Safety

As with all guidance for link LAC Members, we recommend that this is used in conjunction with the academy's policy for LAC Member links.

What does the health and safety link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Meet with key post-holders in the academy to discuss relevant policies and practice. This should include risk assessments.
- Walk around the academy and its perimeter to see at first hand health and safety in practice.
- Raise awareness of health and safety issues at LAC meetings. This should include e- safety.
- The link Member will not conduct any health and safety checks themselves.
- Make sure the health and safety policy is up-to-date, complies with legislation, meets best practice and reflects the academy's circumstances
- Make sure that staff know where to find the academy's risk assessments and that these are up to date and carried out for all the relevant areas
- Check the academy's record of accidents and near misses to look for any patterns which could cause concern
- Make sure accidents are investigated and steps are taken to avoid them happening again
- Monitor how staff are managing health and safety by carrying out an audit of procedures once a year
- Make sure the school has an emergency/ business continuity plan
- Check that staff receive relevant information from school management about health and safety and that there's a process to inform them of changes
- Make sure that names and work locations of first aiders and first aid boxes are displayed through the academy
- Make sure all appropriate health and safety checks are carried out (for example, fire alarm tests)
- Attend any relevant training for health and safety link members
- Report back to the LAC about health and safety issues and developments

Questions a link LAC Member might ask:

1. What are the key documents that concern health and safety?
2. How are risk assessments carried out and how frequently? What did the last ones show?
3. What are the current health and safety priorities in the asset management plan?
4. What sort of training on health and safety do new staff receive? How regularly is this updated?

5. What issues or patterns have arisen in the accident book over the last year?
6. Is there an ongoing maintenance plan for the academy? Are resources allocated with regard to value for money?
7. Let's tour the academy site and discuss its condition and recent improvements.
8. Is there a maintenance plan that is costed

Role of the link LAC Member for – Literacy

What does the literacy link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in literacy across the academy.
- Ensure that literacy issues remain high on the academy's agenda.
- Attend in-academy training where possible
- Meet with the coordinators / heads of subject
- Be involved in the academy's attempts to inform and involve parents in their child's learning
- Ask about resourcing of literacy.
- Attend external training in order to keep up to date with developments in literacy.
- Look at some books with the members of staff

Questions a link LAC Member might ask:

1. Is literacy taught well here in all year groups?
2. What phonic scheme is used?
3. Explain how the teaching of reading takes place
4. Do parents support children at home with reading
5. How is pupil premium money being used to support pupils and is this having an impact?
6. How is the academy developing a love of reading amongst all pupils?
7. What picture does ASP – Analysing School Performance paint of standards of literacy over the last 3 years?
8. How is appraisal being used to improve standards of literacy throughout the academy?
9. How are support staff trained to support low attainers with their literacy skills?
10. What advice and guidance is provided for parents about how literacy is taught and how they might support their children at home?

Role of the link LAC Member for – Numeracy

What does the numeracy link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in numeracy across the academy.
- Ensure that numeracy issues remain high on the academy's agenda. (For example, is it given priority in the academy's development plan?)
- Attend in-academy training where possible
- Meet with the coordinator / head of subject to discuss their perceived strengths and areas for further development.
- Be involved in the academy's attempts to inform and involve parents in their child's learning
- Ask about resourcing of numeracy.
- Attend external training in order to keep up to date with developments in numeracy.

Questions a link LAC Member might ask:

1. What training is provided for new and existing staff to ensure that they are confident to deliver numeracy effectively?
2. Is numeracy taught well here in all year groups?
3. How is progress in math's tracked?
4. Does RAISE online identify any areas of concern relating to numeracy?
5. How is pupil premium money being used to improve standards?
6. How are teaching resources being used to inspire pupils? (This might include ICT.)
7. Let's go to the library and look at books about number.

Role of the link LAC Member for – Information & Communication Technology (ICT)

What does the ICT link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in ICT across the academy.
- Ensure that ICT issues remain high on the academy's agenda.
- Attend in-academy training where possible.
- Meet with the coordinator / head of subject.
- Be involved in the academy's attempts to inform and involve parents in their child's learning.
- Ask about resourcing of ICT and whether it is being used to improve learning.

Questions a link LAC Member might ask:

1. How are staff being trained to get best use of ICT?
2. How is use of ICT across the academy monitored and what does this show about good practice and areas for development?
3. Does ICT really improve learning? How do you know?
4. How does ICT contribute to the academy's main priorities (as in the academy development plan)?
5. What plans are being made to improve ICT provision in the academy and what resources will this require?
6. How rigorous are procedures to ensure that all children are safe when using the internet?
7. How are children from disadvantaged backgrounds being helped to develop their ICT skills? (This might include use of pupil premium money.)

Role of the link LAC Member for – Early Years Foundation Stage

What does the EYFS link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in EYFS across both Nursery and Reception.
- Ensure that EYFS issues remain high on the academy's agenda. (For example, is there a section in the Academy Development Plan which covers specific issues regarding Early Years?)
- Attend in-academy training where possible
- Meet with the EYFS coordinator to discuss strengths and areas for further development.
- Be involved in the academy's work with parents, including where possible new parent meetings.
- Be involved in the academy's work with parents on supporting their child's learning in EYFS.
- Ask about resourcing of EYFS.
- Attend external training in order to keep up to date with developments in EYFS

Questions a link LAC Member might ask:

1. What training have practitioners accessed to ensure that they know and understand how to deliver on EYFS effectively?
2. What are the entry levels of the children coming into Nursery/and or Reception (academy should be assessing children on entry against Development Matters statements).
3. How is progress in EYFS tracked?
4. What are the children's exit levels in EYFS at the end of Nursery/and or/end of Reception?
5. What sort of support do we offer parents during times of transition and during a child's time in Early Years?
6. Are the children in EYFS enjoying an active approach to learning with opportunities to play, explore and be creative?
7. How are those children with SEN identified early, and what support do we give to parents of children with SEN in EYFS?

Role of the link LAC Member for – Behaviour

What does the literacy link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in behaviour and rewards across the academy.
- Ensure that behaviour issues and celebrating the success of pupils remain high on the academy's agenda.
- Attend in-academy training where possible
- Meet with the Pastoral coordinators / pastoral leads
- Be involved in the academy's attempts to inform and involve parents in their child's behaviour and celebrating children's success
- Ask about the resourcing of behaviour interventions and rewards.
- Attend external training in order to keep up to date with developments in behaviour.

Questions a link LAC Member might ask:

1. Can I look at the academy's behaviour policy, including the rewards system?
2. What interventions does the academy have in place to deal with disruptive behaviour?
3. What is the link between behaviour and teaching and learning?
4. Can we discuss the analysis and evaluation of the behaviour log/exclusions and what the academy needs to do to address any issues?
5. Is there any bullying in academy and are there any specific groups of children bullied E.g. homophobic bullying? What interventions are in place to deal with this?
6. Is the academy rewards system successful and does the academy celebrate success well?
7. Does the academy have peer mentors, buddies, etc.?
8. What is being done to ensure that the academy meets its attendance targets?
9. Is there a link between attendance and behaviour?

Role of the link LAC Member for – Personal Social & Health Education (PSHE).

What does the PSHE link LAC Member do?

SRE – Sex & Relationships Education

The list below is not exhaustive, but gives a general guide.

- Take a special interest in PSHE across the academy.
- Ensure that PSHE issues remain high on the academy's agenda.
- Attend in-academy training where possible.
- Meet with the PSHE coordinator.
- Be involved in the academy's attempts to inform and involve parents in their child's learning.
- Ask about resourcing of PSHE and the use of external speakers.
- Ask how the curriculum is designed to support PSHE
- Attend external training in order to keep up to date with developments in PSHE.

Questions a link LAC Member might ask:

1. Is PSHE taught well in all year groups? (Ideally this should be a discrete subject not just intensive focus days.)
2. How is the academy developing PSHE in conjunction with SRE?
3. How does the academy assess, record and report PSHE?
4. How is appraisal being used to improve standards of PSHE teaching throughout the academy?
5. How are staff trained to deliver PSHE? (Especially sensitive issue such as the SRE elements.)

What advice and guidance is provided for parents about how PSHE is taught and how they might support their children at home?

How is PSHE taught as a discrete subject across the curriculum

() SRE – Sex & Relationships Education*

Role of the link LAC Member for – Spirituality

'Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.' (Department for Education, November 2011.)

SIAMS Strand 2 – Inspectors will look at;

How well the school's staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

What does the Spirituality link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in aspects of Social, Moral, Spiritual and Cultural (SMSC) development across the academy, with a particular focus on spirituality.
- Ensure that spirituality issues remain high on the academy's agenda.
- Attend in-academy training and other events where possible
- Meet with the coordinator
- Ask about the inter-relationship between aspects of SMSC and whether this is contributing towards learning, in addition to the development of the individual.

Questions a link LAC Member might ask:

1. How is SMSC planned and mapped across the academy?
2. What part do outside speakers play in the spiritual development of pupils?
3. In what ways is the academy giving pupils opportunities to explore values and beliefs, and the ways in which they affect peoples' lives?
4. How do pupils develop a sense of empathy and compassion through the curriculum?
5. How are teachers supported to enable them to prepare pupils to challenge sexism, racism and other forms of injustice?
6. In what year groups do pupils explore ideas, feelings and meaning in works of art, as well as expressing themselves through their own art work?
7. How confidently do pupils ask questions about the natural world in science?

8. Are girls and boys equally confident in reflecting on their own and others' lives through drama, texts and ideas in English?

Role of the link LAC Member for – High Attainers

What does the high attainers link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Take a special interest in high attainers' issues across the academy.
- Ensure that high attainers provision remain high on the academy's agenda.
- Attend in-academy training where possible
- Meet with the coordinator
- Be involved in the academy's attempts to inform and involve parents in their child's learning
- Ask about the resourcing of high attainers
- Attend external training in order to keep up to date with developments in high attainers

Questions a link LAC Member might ask:

1. **Policy** - Does the academy have an inclusive policy to support gifted and talented provision?
2. **Identification** - How does the academy identify high attainers' pupils?
3. **Classroom Provision** - How does the academy challenge gifted and talented pupils in the classroom?
4. **Standards how** do the levels of attainment and achievement of gifted and talented pupils compare with other pupils?
5. **Staff Development** - What opportunities have been provided for staff to further develop their expertise in meeting the needs of high attainers' pupils?
6. **Resources** - How has the academy used its budget to support high attainers' pupils and what has been the impact of the financial allocation made?
7. **Monitoring and Evaluation** - How is the learning of high attainers pupils monitored in the academy?
8. **Engaging with the Community, Families and Beyond** - How do home-academy partnerships support high attainers' pupils?
9. **Learning Beyond the Classroom** - What opportunities do high attainers pupils have for learning beyond the classroom?

Role of the link LAC Member – Gypsy, Roma & Traveler Children (GRT)

What does the GRT link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Meets regularly with relevant staff members and reports back to LAC Members
- Ensure that GRT children are a priority on the academy's agenda; be aware that Ofsted require the academy to show how they are prioritising GRT attainment and inclusion?
- Receives reports on the progress of GRT children, including interventions, impact and the use of pupil premium where relevant.
- Know how many GRT children are on the academy roll

- Is aware of how absences of Traveler children should be recorded in the academy register and what the minimum legal requirement for attendance is in any one year

Questions a link LAC Member might ask:

1. How is the progress of GRT children tracked?
2. Is pupil premium being used to improve attainment and progress? What is the impact of any intervention?
3. How do the levels of attendance, attainment, achievement and progress of GRT children compare with other pupils?
4. What opportunities have been provided for staff to develop their understanding of the cultural issues specific to GRT children?
5. How is the academy trying to minimise the likelihood of low attainment by GRT children?
6. Does the academy keep an accurate record of the numbers of children of GRT heritage and share this with interested partners/agencies in the authority?
7. How does the academy support Year 6 Traveler pupils in the transfer to secondary academy?
8. Has the academy developed the curriculum to include activities/topics, intended to raise the awareness of GRT history and culture?
9. Does the academy liaise with the Traveler Education Service to resolve any issues might have a negative effect on the attainment of GRT students on roll?

Role of the link LAC Member – Looked After Children

What does the looked after children link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Meets regularly with the Designated Teacher and reports back to LAC Members.
- Ensure that looked after children remain high on the academy's agenda.
- Challenges policy and practices and when appropriate is a known contact for parents/carers and social workers.
- Receives reports on the progress of looked after children, including interventions and impact, including the use of pupil premium for every Looked after Child.
- Know how many looked after children are on the academy roll and the placing authority.
- Is aware that looked after children are not allowed to take holidays during termtime.
- Is aware that all Personal Education Plans are up to date, of a good quality and contain SMART targets to accelerate progress.

Questions a link LAC Member might ask:

1. Does the Designated Teacher attend training provide by the LA?
2. How progress of looked after children are tracked and monitored?
3. How is pupil premium being used to improve attainment and progress? What is the impact?
4. How the levels of attendance, attainment, achievement and progress of do looked after children compare with other pupils.
5. Does the academy hold the Quality Mark for looked after children?
6. Is Day 1 provision in place for any looked after child that receives fixed term exclusion?
7. Are looked after children prioritised for admissions, SEN, extracurricular activities,
8. What opportunities have been provided for staff to develop their understanding of the issues which face looked after children e.g. attachment, behaviour

Role of the Link LAC Member for – Pupil Premium

What does the Pupil Premium link LAC Member do?

The list below is not exhaustive, but gives a general guide.

- Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium.
- Obtain and become familiar with the academy's pupil premium policy.
- Know basic pupil premium facts for the academy; how many pupils attract the premium, how this figure compares with other local and similar academies, how the money is spent.
- How effective are the interventions? How often are they monitored?
- Understand relevant academy pupil performance data that shows progress of different groups over time.
- Monitor spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils.
- Monitor the impact of pupil premium spending on target groups.
- Meet occasionally with the special educational needs coordinator (SENCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for the pupil premium.
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others.
- Challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources.
- Take an active part in any LAC or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided.
- Report back to the LAC on the academy's use of the pupil premium.

Questions a Pupil Premium link LAC Member might ask?

1. How effective is the academy's pupil premium policy in supporting the target groups?
2. How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
3. Is the pupil premium funding kept separate from general academy resources so it can be specifically and identifiably used as intended?
4. How is the allocation of the pupil premium decided?
5. What is the pupil premium used for?
6. How is the progress of different groups of pupils monitored so that the academy can identify any underperforming groups?
7. Are there groups of pupils whose attainment falls behind others?
8. How does the attainment of pupil premium pupils as a group compare with others?
9. What would you say are the main challenges in the use of the pupil premium, and how is the academy working to overcome them?
10. What benefits can you see from the allocation of the pupil premium?
11. Is there anything that the LAC should be aware of that could help the academy gain the maximum advantage from the pupil premium?

Role of the Link LAC Member for Christian Distinctiveness

LAC Members should demonstrate a deep understanding of their academy as a church academy, be passionate about this and be able to articulate this clearly to all who ask questions about it.

What does the Christian distinctiveness link LAC Member do?

Ensuring there is a robust dialogue between the LAC and the PRINCIPAL.

The PRINCIPAL is both supported and challenged in ensuring that the driver question above is being addressed and embedded in all that the academy is and does.

Have a working knowledge of the new SIAMS schedule and how they can support its implementation across the academy.

Ensure that Christian distinctiveness / SIAMS is reported in in the Principals report. This should include actions and the impact.

Regularly monitor and evaluate the effectiveness of the provision to protect and promote the Christian Distinctiveness. This can be achieved by;

Being involved in a conversation about shaping the distinctive Christian vision of the academy and articulate this clearly.

Conduct monitoring activities of Collective Worship (CW) and RE, with the support of the relevant staff, feeding back to LAC with agreed actions for development.

Working alongside curriculum leads/Principal engage in a learning walk that has a specific focus on the Christian distinctiveness of the academy. Feedback to LAC with agreed actions for development.

Working alongside curriculum leads/Principal to join staff in book trawls on RE and understand its systems of robust assessment.

Collect examples of pupil voice to ascertain their perception of the academy as a church academy (see suggested questions).

- RE
- Collective Worship
- Vision and Values
- Behaviour and conduct

With support create a questionnaire that explores the parents understanding of the impact that the Christian distinctiveness has on children.

Be sure to consider the academy's Christian values. Parents' evenings might be a good opportunity to do this.

Contribute to the SIAMS SEF and ensure that the Academy Improvement Plan reflects the distinctive Christian vision and values of the academy.

Ensure that academy's Christian vision and values are reflected in all policies
Having a clear understanding as to how the academy's Christian vision and values shapes what the academy is and does:

- Outcomes and progress
- Removing disadvantage
- Teaching and learning
- Finance, budgeting & resources
- Partnerships and collaboration
- Character education
- SMSC
- Wellbeing and mental health
- Behaviour, exclusions and safeguarding
- Pastoral
- Admissions
- Marketing and websites
- SEN, vulnerable and most able
- Buildings, fabric and appearance
- Career development & CPD
- RE
- Collective Worship

Avoid surveys that are purely a tick box exercise. The focus on any monitoring and evaluation is IMPACT leading to ACTIONS that improve PRACTICE.

Role of the Link LAC Member for R.E.

As a link Member for RE, you will be responsible for monitoring the effectiveness of RE provision and reporting back to the local academy committee.

You may visit the academy to meet with senior leaders or the RE subject leader in order to discuss:

- How RE is taught and how it relates to other subjects. For example, are links made with other subjects such as English?
- The effectiveness of teaching and resources
- Pupil outcomes in the subject
- Ensure that the academy is covering all that is required of them in RE Statement of Entitlement.
- You should not be setting expectations for teaching or become involved in the day-to-day management of RE provision.

Questions to ask about RE provision

How much teaching time is devoted to RE?

What is the quality of learning in RE like in comparison to other subjects?

Are standards, achievement and quality of provision in RE regularly and effectively self-evaluated?

Are those teaching RE suitably qualified and trained in the subject? Do they have regular and effective opportunities for CPD?

Are teachers aware of RE's contribution to developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion?

Where appropriate, do pupils have opportunities to take courses leading to an accredited qualification in the subject?

Do all pupils make progress in achieving the learning objectives of the RE curriculum?

How does our RE offer contribute to the wider curriculum?

Is clear information provided for parents on the RE curriculum and the right to withdraw?

Are there pupils whose parents have withdrawn them from RE? What do they do instead?

What are pupils' attitudes to RE? How do you know?

Are teachers aware that they do not have to teach RE?

(Where applicable)

Where there are insufficient teachers in a school who are prepared to teach RE, does the Principal ensure that pupils receive their RE entitlement?

How do we monitor our RE teaching? Who is responsible for this?

Is RE resourced, staffed and timetabled in a way that means the academy can fulfil its legal obligations on RE and pupils can make good progress?

How effective is staff leadership of RE ?

(If there is a member of staff with overall responsibility for RE)

Link Member Visits

We would recommend that prior to making a visit to the academy; Local Academy Committee Members bear in mind the following:

Before the visit (at least one week prior to visit):

- Clarify the purpose of the visit and agree it with the Principal and Head of Department before the visit
- Agree a time for the visit, suitable for both the member of staff and LAC Member involved
- Agree how you will be introduced to pupils and be involved in the lesson or activity you are observing
- Review the action points in the Academy Improvement Plan (AIP)
- Read any appropriate policies or curriculum guidance

During the visit:

- Be prepared and punctual
- Report to the academy office and sign in
- Fulfil the agreed purpose of the visit
- Observe academy/class guidelines
- Observe discreetly
- Become involved with the pupils' activities when invited, but don't intervene
- Never comment on the teacher's conduct of the lesson or individual pupils
- Take note of discussion points
- Do not allow yourself to become an instrument for advancing any issues

Following the visit:

- Thank the member/s of staff and pupils
- Discuss observations as soon as possible after the visit
- Provide oral feedback to the Principal and Head of Department
- Complete the LAC Member Visit Form with the member of staff present and forward a copy to the Principal and Clerk (for distribution at the next LGB meeting)
- Never include comments about individual pupils; if you have concerns, discuss the privately with the member of staff

Visit Form

Name of Academy
Name of LAC Member
Date of visit
Class / Phase / Department visited
Focus of the visit
Activities undertaken
Outcomes

Signed (LAC Member)

Signed (Member of Staff)