



Governors' training and awareness overview

September 2017 (updated March 2019)

At Chailey Heritage we have a very strong governing board, and all of our governors bring specialist skills and expertise to support us in many ways.

However, this is not enough in itself to ensure that we get best value from them, or for them to be knowledgeable enough to ask us the right questions and hold us to account. Therefore we rely on our governors knowing our school, our children and staff, and what we do, extremely well indeed. To ensure that this is the case, we have systems in place to keep our governors up to speed with what we think is new or important, and also a system for governors to request more information about anything they feel that they need to know more about.

There are three main methods, and this document is intended to give an overview of each of these since Autumn 2014, the date of our last Ofsted Inspection:

- External training: for governors with specific duties, such as recruitment; safeguarding; e-safety.
- Internal training: this will be presentations or demonstrations from our staff or NHS colleagues
- Focus visits: these are termly, with governors required to carry out at least 2 per year. They may be learning walks; spending time in class; interviewing members of staff or many other activities. Governors are required to write a report. The Focus is decided each term by governors, in consultation with the headteacher and teacher governor.

External training undertaken

Safeguarding and promoting pupil welfare	ESCC	2014-15
Mental capacity and DOLs	Social care TV	2014-15
Safer Recruitment	Carolyn Eyre (NASS)	2015-16
The role of Governors in safeguarding & promoting pupil welfare (role of Govs)	ESCC	2016-17
Understanding safeguarding in a digital world	ESCC	2016-17
Identifying and investigating allegations of professional abuse	ESCC	2016-17
Safer recruitment	ESCC	2016-17
Understanding Safeguarding in a Digital World	ESCC	2017-18

Safeguarding Governor Responsibilities	ESCC	2018-19
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Internal training and presentations

Sex & relationship education programme for young people with complex disabilities	Lead SRE teacher and team	2014-15
New social care regulations	Director of social care	2014-15
Ofsted framework	Headteacher	2015-2016
CHILD curriculum	Headteacher	2015-2016
PREVENT	School DSL	2015-16
Communication methods used with non-verbal children	NHS SaLT team	2015-16
ICT / access technology: hardware; software; training and methods	ICT teacher; NHS OTs and SaLTs.	2015-16
Pupil premium and PE grant	Deputy headteacher	2016-17
School self-evaluation	Headteacher	2016-17
Safeguarding Update 2017/18	Deputy headteacher	2017-18
KCSiE Update via DfE website 2018/19 (Governors to sign to say they've read it)	The Trust Governor (Governor Portal)	2018-19

Termly focus visit topics

Pupil voice	Autumn 14
Supporting learning with residential colleagues	Spring 15
Alternative and augmentative communication (AAC)	Summer 15
Space, storage and the use of the environment	Autumn15
Learner progress files and the CHILD curriculum	Spring and Summer 16
Implications for teaching with the more medically complex children	Autumn 16
CHILD curriculum – quality of evidence	Spring 17
Pupil Premium and PE/sports grant	Summer 17
Communication with Families	Autumn 17
CHILD Curriculum in Practice	Spring 18

Breadth of Opportunites in CHILD Curriculum	Summer 18
Quality of Teaching and Learning	Autumn 18
Impact and Benefits of Physical Activity	Spring 19