Checklist for Statutory Requirements to be Included in School Website

What maintained schools must publish online

The information that schools maintained by their Local Authorities must publish on their websites

Details	RAG	Comments
School Contact Details: Your school's name		
Your school's postal address		
Your school's telephone number		
The name of the member of staff who deals with queries from parents and other members of the public		
The name and contact details of your special educational needs (SEN) co-ordinator (SENCO) if you are a mainstream school.		
Ofsted Reports: You must do one of the following: • a copy of your school's most recent Ofsted report **OR** • a link to the report on the Ofsted website		
Performance Tables: You must include a link to the [school and college performance tables](#) and your school's performance tables page..		
Admission Arrangements: **Foundation Schools and Voluntary Controlled Schools** If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year. You must explain: • how you'll consider applications for every age group • what parents should do if they want to apply for their child to attend your school • your arrangements for selecting the pupils who apply (if you are a selective school) • your 'over-subscription criteria' (how you offer places if there are more applicants than places) OR **Community Schools and Voluntary Controlled Schools** If the Local Authority decides your admissions, write that parents should contact the Local Authority to find out about your admission arrangements		

Note: In the original table, "School Contact Details:" spans the first five rows, "Ofsted Reports: You must do one of the following:" aligns with its row, "Performance Tables:" aligns with its row, and "Admission Arrangements:" aligns with the last row.

Details	RAG	Comments
Curriculum: How parents or other members of the public can find out more about the curriculum your school is following	The content of the curriculum your school follows in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else		
	The names of any phonics or reading schemes you are using in KS1		
	A list of the courses available to pupils at KS4, including GCSEs		
	How parents or other members of the public can find out more about the curriculum your school is following		
Equality Objectives:	Public bodies, including Local Authority maintained schools, are covered by the public sector equality duty in the Equality Act 2010. This means you have to publish: • details of how your school is complying with the <u>public sector equality duty</u> - you should update this every year • your school's equality objectives - you should update this at least once every 4 years Details of these publishing obligations are set out in <u>Equality Act 2010: Advice for Schools</u>		
Values and Ethos:	Your website should include a statement of your school's ethos and values.		
Behaviour Policy:	The policy must comply with <u>Section 89 of the Education and Inspections Act 2006</u>. Read <u>advice on developing and publishing your school's behaviour policy</u>.		
School Complaints Procedure:	You must publish details of your school's complaints procedure, which must comply with <u>Section 29 of the Education Act 2002</u>. Read guidance on <u>developing your school's complaints procedure</u>. You must also publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides. .		
Charging and Remissions Policies: You must publish your school's charging and 'remissions' policies (this means when you cancel fees). The policies must	The activities or cases for which your school will charge pupils' parents		
	The circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy		

| | include details of: Read about school charging and remission. | | | | |

Details	RAG	Comments
Key Stage 2 (KS2) Results: You must publish the following details from your school's most recent key stage 2 results:	• Average progress scores in reading, writing and maths		
	• Average 'scaled scores' in reading and maths		
	• Percentage of pupils who achieved the expected standard or above in reading, writing and maths		
	• Percentage of pupils who achieved a high level of attainment in reading, writing and maths		
Key Stage 4 (KS4) Results: You must publish the following details from your school's most recent KS4 results:	• Progress 8 Score		
	• Attainment 8 score		
	• Percentage of pupils who got a good pass in English and maths. (grade 5 or above)		
	• Percentage of pupils achieving the English Baccalaureate (EBacc). In 2017, this was the percentage of pupils achieving the EBacc, so pupils who got a grade 5 or above in English and maths, and a grade C or above in the science, humanities and language pillars of the EBacc. In 2018, the EBaccattainment measure will change to an average point score (EBacc APS), showing pupils' point scores across the 5 pillars of the EBacc		
	• Student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study)		
Key Stage 5 (16 to 18) Information: If you are a Local Authority maintained school sixth form you should publish:	If you are a local-authority-maintained school sixth form you should publish a link to your school's 16 to 18 performance tables page. You can find more information about these performance measures in the 16 to 18 accountability headline measures guidance.		

Details	RAG	Comments
For the current academic year, you must include:		
Pupil Premium: You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'. Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system. As you will not know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures. The Teaching Schools Council has published templates to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.		
• Your school's pupil premium grant allocation amount		
• A summary of the main barriers to educational achievement faced by eligible pupils at the school		
• How you'll spend the pupil premium to overcome those barriers and the reasons for that approach		
• How you'll measure the effect of the pupil premium		
• The date of the next review of the school's pupil premium strategy		
For the previous academic year, you must include		
• How you spent the pupil premium allocation		
• The effect of the expenditure on eligible and other pupils		
Year 7 Literacy & Numeracy Catch-up		
• Your funding allocation for the current academic year		
• Details of how you intend to spend your allocation		

| **Premium:** | • Details of how you spent your previous year's allocation | | |
| If your school has received <u>year 7 literacy and numeracy catch-up premium funding</u>, you must publish: | • How last year's allocation made a difference to the attainment of the pupils who benefit from the funding | | |

PE and Sport Premium for Primary Schools:

If your school receives PE (physical education) and sport premium funding, you must publish:

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.
This condition has been added in response to recommendations from the Swim Group, who reviewed curriculum swimming and water safety in primary schools.

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record your activity. The Department has commissioned partners in the physical education and school sport sector to develop a template, which is available at:

- The Association for PE
- Youth Sport Trust

Details	RAG	Comments
• How much funding you received		
• A full breakdown of how you've spent the funding or will spend the funding		
• The effect of the premium on pupils' PE and sport participation and attainment		
• How you'll make sure these improvements are sustainable How many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.		

Careers programme information

From September 2018, you must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

Details	RAG	Comments
• the name, email address and telephone number of the school's Careers Leader		
• a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme		
• how the school measures and assesses the impact of the careers programme on pupils		
• the date of the school's next review of the information publishe		

Read the statutory guidance for schools on careers guidance and access for education and training providers for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with Section 42B of the Education Act 1997, setting out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.

Details	RAG	Comments

	Your website should include an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school. For academies, these details of their governance arrangements must also be provided within the governance statement of their published annual accounts (NB This is not statutory but is recommended in Governors Handbook https://www.gov.uk/government/publications/governance-handbook		
Governor's Interest Read more advice on publishing information about your school's governors.	Details of the structure and responsibilities of the governing body and its committees For each governor who has served at any point over the past 12 months: • Their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body's instrument of government), • Relevant business and pecuniary interests (as recorded in the register of interests) including: • Governance roles in other educational institutions; • Any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives); • Their attendance record at governing body and committee meetings over the last academic year.		

Special Educational Needs (SEN) and Disability Information:

You must publish an SEN information report on your school's policy for pupils with SEN and should update it annually.

You should update any changes occurring during the year as soon as possible.

The report must comply with:

- section 69 of the Children and Families Act 2014, including:
  - the arrangements for the admission of disabled pupils
  - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
  - the facilities you provide to help disabled pupils to access the school
  - information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
    - increasing the extent to which disabled pupils can participate in the school's curriculum
    - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
    - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
- section 6 of the Special educational needs and disability code of practice: 0 to 25 years

You can find details of what you must include in schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the Special educational needs and disability code of practice: 0 to 25 years.

Details	RAG	Comments
1. The kinds of special educational needs for which provision is made at the school.		
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.		
a) Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including - b) How the school evaluates the effectiveness of its provision for such pupils; c) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs; d) The school's approach to teaching pupils with special educational needs; e) How the school adapts the curriculum and learning environment for pupils with special educational needs; f) Additional support for learning that is available to pupils with special educational needs; g) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and		

h) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.		
3. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.		
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.		
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.		
6. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.		
7. The arrangements for consulting young people with special educational needs about, and involving them in, their education.		
8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.		
9. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils		
10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.		
11. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.		
12. Information on where the Local Authority's local offer is published.		

Checklist from 'School Inspection Handbook'

Details	RAG	Comments
Link between curriculum and appreciation of life in modern Britain		
Is there a breadth and balance in the curriculum		
Presence and suitability of safeguarding guidance		
Link to OFSTED Parent View		

Appendix A

Guidance on the Information to be included in the SEN Information Report

(Specific new comments added in blue by Sandra Calvert)

The guidance below each statement is not expected to be an exhaustive list of information that should be included but rather an illustration of the types of information that can be included. Schools have found this useful in the past

1. **The kinds of special educational needs for which provision is made at the school**

The school should make clear whether it is a mainstream setting or whether it is a special school. If a mainstream school then a statement on inclusion could be added here. If a special school then describe the types of special educational need the school caters for.

2. **Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

   - *How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*
   How does the school identify children/young people with special educational needs? Information that could be included here includes, the role of the SENCO, the SEN Team including roles and responsibilities. How the school decides when a child/young person is having difficulties in accessing learning. Details of any tests that the school uses to support identification of difficulties etc. and how they are used. Details of any additional support that is offered to the family in relation to accessing education and links with outside agencies, particularly how the school uses this support and works in partnership with other agencies. (NB To make this information accessible to parents and carers, abbreviations and acronyms need to be given in full when first mentioned. Do not assume that all parents know what CAMHS stands for, for example.)

3. **Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

   (a) *How the school evaluates the effectiveness of its provision for such pupils*;
      - Include here the school's systems, processes and criteria for evaluating the effectiveness of its provision for pupils with SEN.
      - How does the education setting know how effective its arrangements are?
      - How are the Governors/Trustees involved in monitoring and evaluating effectiveness and what are their responsibilities? Include how the school judges whether any additional support offered has had an impact on the child's/ young person's educational progress.

   (b) *The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;*
      - How will both you and I know how my child is doing and how will you help me to support my child's learning? Include information on how the school knows how well children/young people with special educational needs are doing?
      - How does the school communicate this to parents/carers and how does it make them aware of progress that their child/young person should be making? What opportunities are there for regular contact with parents/carers about things that have happened at school e.g. a home / school book? In addition to the normal reporting arrangements what opportunities are there for parents/carers to discuss a child/young person's progress with the staff?
      - How does the school explain how learning is planned and how parents/carers help to support this outside of the school?

   (c) *The school's approach to teaching pupils with special educational needs;*
      - How will the school staff support my child?
      - How will the curriculum be matched to my child's/young person's needs? Include information about the school's approach to differentiation and the skills that school staff have to support this.
      - How will this help the child/young person to make progress

- How does the school approach the identification of need and the matching of those needs to appropriate provision? What is the education setting's approach to differentiation and how does that support children/young people. Explain the different roles that school staff have in supporting young people. *(A provision map can help to show very clearly the support that is on offer and to provide an overview of the programmes and interventions used with different groups of pupils.)*

(d) ***How the school adapts the curriculum and learning environment for pupils with special educational needs;***
- How does the school adapt the curriculum and learning environment? This can refer to the overall inclusion statement. The school should make clear the reasonable adjustments that the school makes to meet the range of special educational needs. Explain how learning is planned for pupils with special educational needs, including group and individual adaptations to the curriculum.

(e) ***Additional support for learning that is available to pupils with special educational needs;***
- How is the decision made about the type and how much support my child will receive? Outline here the additional support and types of support that are offered to children/young people with special educational needs. Include information on how resources are allocated. Also include information on access arrangements that can be made available for public examinations. Describe how decisions are made about additional support, who will be involved and their role in the decision making process.
- How are parents involved in this process?

(f) ***Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;***
- How will my child be included in activities outside the school classroom including school trips? Include information on the extra-curricular activities that are available for children and young people at the school. Make clear whether children with special educational needs will be able to access all these activities and how the education setting assists the children/young people to do so. Include information about how parents/carers are involved in planning for any activities or trips. Include information about support that is provided during lunch times and breaks and at the beginning and end of the school day.

(g) ***Support that is available for improving the emotional and social development of pupils with special educational needs.***

- What support will there be for my child's overall wellbeing? Explain the pastoral, medical and social support available in the school for children with special educational needs and disabilities.
- How does the school manage the administration of medicines and providing personal care?
- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How does the school ensure the safety of the children/young people?
- How are the children / young people able to contribute their views?
- How does the school support children/young people including those with SEND to contribute to all parts of school life , including school councils or roles of responsibility?

4. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- What specialist services and expertise are available at or accessed by the school? *Provision mapping can help to show what the school is offering from within its own resources and what is on offer from external agencies.*

- What training have the staff supporting SEND had or what training are they having?
- Outline the schools approach to training and development of staff to enable them to support children with special educational needs. Explain how the school would prepare for a child coming to the school who had needs that they have not previously supported. Say whether there are specialist staff working at the school and what their qualifications are. Explain what other services the school accesses including health, therapy and social care services. Include any specialist organisation that provides support e.g. related to mental health. This should also include recent and future planned training and disability awareness relating to education and the wellbeing of the child or young person. This section should include details of mandatory and specialist training. Identify particular strengths in the school related to the school's inclusion and overall statements. Include details of relevant training providers, dates training was undertaken and levels of achievement. Include other types of support to enhance training.

6. **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- How accessible is the school both indoors and outdoors? Include general information about the school's accessibility. Is the building fully wheelchair accessible?
- Have there been improvements in the auditory and visual environment?
- Are there disabled changing and toilet facilities?
- Does the school have disabled parking bays? Include information about any equipment, facilities that are routinely provided.
- How will equipment and facilities to support children and young people with special educational needs that are additional to and different from those already provided be secured? Include information about the way that families are included and how the school works with other services to secure this provision and how advice is secured and applied.

7. **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

- How are parents involved in the school?
- How can I get involved?
- Who can I contact for further information?☐ (Take care to use current terminology. We no longer have a 'Parent Partnership' service; instead, we have SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).
- The inclusion statement is important and you should also include a general statement about working with parents/carers. This should include the arrangements for involvement and consultation with parents, for example routine parents evenings, new parents' visits, Headteacher open mornings, parent learning sessions etc. In addition to this you should include any opportunities available for parents with children with additional needs to discuss their child's progress with key staff that are additional to and different from other children/young people at the school.

8. **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

- Include here how children and young people are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Reference to the ladder of participation and schools expectations and view of engaging children and young people in decision making can be made.
- How are children and young people supported to ensure that their voice is heard particularly if the school has specialist staff for links with other services e.g. Educational Psychology?

9. **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

   - Outline who should be the first point of contact if a parent wishes it discuss something about their child and the setting's general approach to resolving concerns.
   - Explain who the parent can talk to if they are worried.
   - Explain how the school communicates with parents and the measures employed to ensure that concerns are addressed.
   - Outline the formal complaints policy and where information about this can be found.

10. **How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

    - Include details of other professionals and organisations that provide support to children/young people and the school/college, as well as details of staff who have undertaken specialist training to support specific roles.
    - Outline details of any specialist staff working at the school and their qualifications.
    - Describe any other services the school accesses including health, therapy and social care services

11. **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

    - This section should outline how the education setting seeks to signpost parents/carers/young people to organisations, services etc. that can provide additional support.
    - This section should outline who would be the first point of contact if a parent wanted to discuss something about their child/young person. Say who else has a role in their child's/young person's education? Explain who parents can contact if they are worried. Whom should parents contact if they are considering whether child/young person should join the school?
    - Name the SEN Coordinator and explain how can they be contacted.
    - Where can parents find the Local Authority's Local Offer?

12. **The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

    - How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life? Include information on the school's approach to transition.
    - How it works with other education settings to transfer information. Explain who is responsible for providing this support and the timescales involved. Include support for any work experience or out of school activities.

13. **Information on where the Local Authority's local offer is published.**

    - Explain how the school links to the Local Authority local offer and how the information is made available to parents.
    - Explain the school's contribution to the LA local offer.