

MAINTAINED WEBSITE COMPLIANCE CHECKLIST (FEB 21)

School Name:	Westwood Park Primary School		
Checked by:	Catherine Collier	Date of Check:	04/07/2022

Every maintained school must publish specific information on its website to comply with: [The Constitution of Governing Bodies of Maintained Schools - Statutory guidance for governing bodies of maintained schools and local authorities in England](#) ; [The School Information \(England\) \(Amendment\) Regulations 2012](#) ; and [The School Information \(England\) \(Amendment\) Regulations 2016](#)

SCHOOLS THAT DO NOT HAVE A WEBSITE	
<p>You must still publish all of the information which is set out on this webpage online even if you do not maintain your own website. You can use an alternative website to host the information as long as you make the address and details of the website known to parents, for example, by providing parents with the URL (website address) and any other relevant details</p>	
SCHOOL CONTACT DETAILS	
<p>Your school's website must include the following contact information:</p> <ul style="list-style-type: none"> 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 of the SENCO <i>unless you are a special school</i> 	Click Here
PUBLICATION OF GOVERNOR DETAILS	
The structure and remit of the governing board and any committees, and the full names of the chair of each.	Click here
<p>For each governor who has served at any point over the past 12 months:</p> <ul style="list-style-type: none"> Their full names Date of appointment Term of office Date they stepped down (where applicable) Who appointed them (in accordance with the governing board's instrument of government) Their attendance record at governing board and committee meetings over the last academic year 	Click here
<p>Relevant business and financial interests (as recorded in the register of interests) including:</p> <ul style="list-style-type: none"> Governance roles in other educational institutions Any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners or close relatives) 	Click here
Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.	N/A
VALUES AND ETHOS	
Your website should include a statement of your school's ethos and values.	Click here
ADMISSION ARRANGEMENTS & APPEALS	

<p>Foundation schools and voluntary-aided schools only:</p> <p>If the school's governing board makes decisions regarding admissions, the school must publish its admission arrangements each year and keep them on the website for the whole academic year. Information about admissions must include:</p> <ul style="list-style-type: none"> • How the school considers applications for every age group. • What parents should do if they want to apply for a place for their child at the school. 	<p>N.A</p>
<p>ALLOCATED FUNDING</p>	
<p>PUPIL PREMIUM <i>(Selective Schools only)</i> The school's arrangements for selecting the pupils who apply. Schools may wish to monitor and report on the pupil premium grant's impact at the end of the current financial year due to reduced numbers of pupils having attended between March and July 2020, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019. Schools may wish to plan pupil premium use over 3 school days from the date of notification that their application was unsuccessful to submit a written appeal. The school should then aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, bearing in mind the following:</p> <ul style="list-style-type: none"> • Include reasons for those submitting an appeal to submit additional evidence, for admission authorities to submit their evidence and for the clerk to send appeal papers to the panel and parties. • The school's strategy for the use of the pupil premium for the current academic year, this must include the following: <ul style="list-style-type: none"> • Ensure those making an appeal receive at least 10 school days' notice of their appeal hearing. • Ensure that decision letters are sent within five school days of the hearing, where possible. • The school's pupil premium grant allocation amount • A summary of the main barriers to education achievement faced by eligible pupils at the school. 	<p>Click here</p> <p>Click here</p> <p>Click here</p>
<p>Community and voluntary-controlled schools</p> <p>If the LA decides admissions ensure that the website states clearly that parents should contact the LA to find out about the school's admission arrangements.</p>	<p>Click here</p> <p>Click here</p>
<p>If the local authority manages your admissions process, refer parents to the local authority to find out about your school's admission and appeal arrangements.</p>	<p>Click here</p>
<p>For the previous academic year, schools could state that all pupils on roll usually have an EHC plan and that pupils' targets are linked to the outcomes of the EHC plan. Outline that pupils will usually be referred to the special school by the LA; however, parents are welcome to visit the school at any time.</p>	<p>N/A</p>
<p>OFSTED REPORTS</p>	
<p>Publish a copy of your school's most recent Ofsted report</p> <p>As allocations will not be known for the latter part 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.</p> <p>Publish a link to the webpage where users can find your school's most recent Ofsted report. The Teaching Schools Council has published templates to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.</p>	<p>Click here</p> <p>Click here</p>
<p>YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM EXAM AND ASSESSMENT RESULTS</p>	
<p>As final payments of the Year 7 catch-up premium were made in relation to the 2019 to 2020 academic year, the 2020 to 2021 academic year will be the last year on which schools must report how this funding was used.</p> <p>Schools are not required to publish their exam and assessment results from the 2019 to 2020 academic year, as these have not been published as performance measures by the Secretary of State. Schools must continue to display the 2018 to 2019 performance measures until new performance measures are published. Schools should clearly mark that these performance measures are not current. You can find more information from the DfE here.</p> <p>Secondary schools receiving Year 7 literacy and numeracy catch-up premium only year 7 literacy and numeracy catch-up premium funding. Schools must publish:</p>	<p>N/A</p>
<p>Primary schools only</p> <p>Their funding allocation for the current academic year.</p> <p>Details of how they intend to spend their allocation.</p> <ul style="list-style-type: none"> • Details of how last year's allocation was spent • Average progress scores in reading, writing and maths • How last year's allocation made a difference to the attainment of the pupils who benefited from the funding • Average 'scaled scores' in reading and maths • Percentage of pupils who achieved the 'expected standard' or above in reading, writing and maths 	<p>Click here</p>
<p>PE AND SPORT PREMIUM FUNDING</p> <p>Primary schools receiving PE and sport premium funding only PE and sport premium funding</p> <p>Percentage of pupils who achieved at a higher standard of attainment in reading, writing and maths</p> <p>Details of the following must be published:</p> <ul style="list-style-type: none"> • The current academic year's PE and sport premium allocation • A full breakdown of how the school spent, or will spend, the funding • How it impacted the pupils who attracted the funding 	<p>Click here</p>
<p>Secondary schools only</p> <p>How the school will ensure these improvements are sustainable</p> <p>How many pupils within their Year 6 cohort can do each of the following:</p>	<p>N/A</p>

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<ul style="list-style-type: none"> Progress 8 score Attainment 8 score Performance in English and maths at the end of KS4 	
<p>Coronavirus (COVID-19) catch-up premium</p> <p>If your school gets the coronavirus (COVID-19) catch-up premium grant in an academic year 2020 to 2021, you should publish details of how you intend that the grant will be spent, whether the qualifications are P levels, and if there has been an increase in the percentage of pupils achieving their targets at the school will be assessed</p>	<p>Click here N/A</p>
<p>Guidance for special schools - The website should offer a transparent and full breakdown of how the pupil premium has been spent and the impact the money has had. Where possible, three years of information should be published on the school website the school and college performance tables and your school's performance tables page.</p>	<p>Click here</p>
<p>PERFORMANCE TABLES</p>	
<p>FINANCIAL INFORMATION</p>	
<p>Schools providing 16-18 education only Schools are required to publish performance tables page.</p>	<p>N/A</p>
<ul style="list-style-type: none"> How many school employees, if any, have a gross annual salary of £100,000 or more in increments of £10,000 <i>It is recommended that you display this information in a table</i> 	<p>Click here</p>
<p>Provide access policy statement linked to your school on the 'Schools financial benchmarking' following details about your provision allowing providers access to pupils to deliver suitable careers guidance:</p>	<p>Click here</p>
<p>GENDER PAY GAP INFORMATION</p>	
<p>Schools with 250 or more employees only The school's gender pay gap information, including the following:</p> <ul style="list-style-type: none"> Mean gender pay gap Median gender pay gap Mean bonus gender pay gap Median bonus gender pay gap Proportion of men and women receiving a bonus payment Proportion of men and women in each pay quartile <p>Guidance for special schools - The school invites any guest speakers to address pupils about education and work opportunities, details of this should be outlined on the school website: in addition to this, the school should retain a list of providers to evidence</p>	<p>N/A N/A</p>
<p>REQUESTS FOR COPIES</p>	
<p>If a parent requests a paper copy of the information on your school's website, you must provide this free of charge.</p> <p>Careers guidance information</p> <p>The school must publish:</p> <ul style="list-style-type: none"> The name, email address and telephone number of the school's careers leader (being the individual who leads and coordinates the careers programme). 	<p>Noted on the policies page</p>
<ul style="list-style-type: none"> A summary of the careers programme, including details as to how pupils, parents, teachers and employers may access information regarding 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 published under this sub-paragraph. 	<p>N/A</p>
<p>Guidance for special schools - The website should make it clear the school understands that pupils will be offered careers advice tailored to their individual needs. Information on how the school encourages pupils to consider the next stage in education and their career should be highlighted on the website, to ensure parents of pupils and prospective pupils can understand how the school is preparing pupils for life away from the classroom.</p>	<p>N/A</p>
<p>CURRICULUM</p>	
<p>Schools must publish:</p>	

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<ul style="list-style-type: none"> The content of the curriculum for each academic year for every subject, including RE, even if it is taught as part of another subject or subjects, or is called something else. Primary schools only The names of any phonics or reading schemes in operation relating to KS1. Secondary schools only A list of courses available to pupils at KS4, including GCSEs. Details of how members of the public, including parents, can learn more about your school's curriculum. <p>Schools' approaches to the curriculum should also include how you are complying with your duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs.</p>	<p>Click here</p> <p>Click here</p> <p>Click here</p>
<ul style="list-style-type: none"> Remote education You must publish information about your school's remote education provision on your website. 	<p>Click here</p>
<p>Guidance for special schools –</p> <ul style="list-style-type: none"> The website should give details of how and why the curriculum is personalised to meet the needs of all pupils, e.g. to ensure all pupils get a fair chance to learn from an accessible curriculum. Explain which parts of the curriculum adhere to the national curriculum and why other parts do not. The website should paint a full picture of the curriculum – if the academy trust follows a more sensory based approach, this should be noted. This requirement is sometimes met via a Curriculum Policy. 	<p>N/A</p>
<p>SEND INFORMATION</p>	
<p>The SEND information report on the school's policy for pupils with SEND, which must comply with:</p> <ul style="list-style-type: none"> Section 69(2) of the Children and Families Act 2014 Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 (Appendix 1) Special Educational Needs and Disability Regulations 2014 section 6 of the 'SEND code of practice: 0 to 25 years'. <p>This must contain:</p> <ul style="list-style-type: none"> The arrangements for the admission of disabled pupils. The steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils. The facilities the school provides to help disabled pupils to access the school. The school's accessibility plan. paragraph 3 of schedule 10 to the Equality Act 2010 	<p>Click here</p> <p>Click here</p> <p>Click here</p>
<p>EQUALITY OBJECTIVES</p>	
<p>Equality Act 2010 (Specific Duties and Public Authorities) Regulations have been updated -now refer to 2017 regulations (previously 2010)</p> <p>The Equality Act 2010 and Advice for Schools provides information as to how your school can demonstrate compliance, for example, including details of how your school is:</p> <ul style="list-style-type: none"> eliminating discrimination (see the Equality Act 2010) advancing equality of opportunity – between people who share a protected characteristic and people who do not share it consulting and involving those affected by inequality, in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community) <p>In line with the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, schools must publish:</p> <ul style="list-style-type: none"> Details of how the school is complying with the public sector equality duty, which should be updated annually. 	<p>Click here</p>

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<ul style="list-style-type: none"> The school's equality objectives, which should be updated at least once every four years. 	
POLICIES	
<p>Behaviour Policy The school's Behaviour Policy, which must comply with section 89 of the Education and Inspections Act 2006 Advice on developing and publishing your school's behaviour policy is available.</p>	Click here
<p>Complaints Procedure The school must publish:</p> <ul style="list-style-type: none"> The school's complaints procedure, which must comply with Section 29 of the Education Act 2002. Any arrangements for handling complaints from parents of pupils with SEND, including information about the support your school provides. 	Click here
<p>Charging and Remissions Policy The school's Charging and Remissions Policy, which must include details of:</p> <ul style="list-style-type: none"> Activities or circumstances where the school will charge pupils' parents. The circumstances in which an exception will be made on an expected payment to be received under the policy. 	Click here
<p>Child Protection and Safeguarding Policy The school's Child Protection and Safeguarding Policy if it is not publicly available by other means.</p>	Click here Click here Click here
PUBLICATION SCHEME	
<p>Schools have a duty to ensure that the scheme, the guide to information and the schedule of fees are all available on their website, public notice board, or in any other way that they normally communicate with the public.</p>	
<p>The school's publication scheme, which complies with section 19 of the Freedom of Information Act 2000.</p>	Click here
<p>The school's 'guide to information'.</p>	Click here
<p>The school's schedule of fees (often included in the guide to information).</p>	Click here

SCHEDULE 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.
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;
 - b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - c) the school's approach to teaching pupils with special educational needs;
 - d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - e) additional support for learning that is available to pupils with special educational needs;
 - f) 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
 - g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
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.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
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.
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
11. 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.
12. 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.
13. Information on where the local authority's local offer is published.