

Sandy Lane Nursery and Forest School  
 "Nurturing curiosity and inspiring imagination"



**2026**  
**Freedom of Information**  
**Policy**  
 including  
**Publication Scheme**

**DOCUMENT STATUS**

| <b>Produced By</b>                   | <b>Version</b> | <b>Date</b>   | <b>Action</b>                                 |
|--------------------------------------|----------------|---------------|---|
| Sandy Lane Nursery and Forest School | 1              | November 2014 | Staff consultation                            |
|                                      |                | 13.11.14      | Approved by the school's Curriculum Committee |
|                                      | 2              | 08.12.16      | Approved by school's Curriculum Committee     |
|                                      | 3              | 05.05.20      | Approved by school's Resources Committee      |
|                                      | 4              | 04.05.21      | Approved by school's Resources Committee      |
|                                      | 5              | January 2022  | Updated                                       |
|                                      |                | 09.05.23      | Approved by school's Resources Committee      |
|                                      |                | 30.04.24      | Reviewed by school's Resources Committee      |
|                                      |                | 13.05.25      | Reviewed by school's Resources Committee      |
|                                      |                | 12.05.26      | Reviewed by school's Resources Committee      |

## Legislation

- The Freedom of Information Act 2000, section 19
- School Information (England) Regulations 2008
- School Information (England) (Amendment) Regulations 2012
- School Information (England) (Amendment) Regulations 2016

## Review Frequency

Annually

## Approval

Governing body free to determine how to implement. Further information is available on the Information Commissioner's Office website (<http://ico.org.uk/>)

## Amendments

### **v2**

- Section 4 updated
- Section 6 updated

### **v3**

- Section 2 updated
- Section 3 updated
- Section 6 under review

### **v4**

- Section 6 updated

### **v5**

- Section 6 – School Self Review (p9) updated

# Sandy Lane Nursery and Forest School

## Freedom of Information Act 2000

*The governing body is responsible for maintenance of this scheme.*

### **1. Introduction: what a publication scheme is and why it has been developed**

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this Sandy Lane Nursery and Forest School must produce a publication scheme, setting out:

- *The classes of information which it publishes or intends to publish;*
- *The manner in which the information will be published; and*
- *Whether the information is available free of charge or on payment.*

The scheme covers information already published and information which is to be published in the future. All information in the school's publication scheme is available in paper form.

Some information which is held may not be made public, for example personal information. There are clear exemptions to the requirement to produce information on demand, so as to protect confidential/sensitive/personal data, for example about children or members of staff.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

### **2. Aims and Objectives**

The school aims:

- to give children an excellent start in education so that they have a better foundation for learning;
- provide a caring, disciplined and challenging environment that stimulates the intellectual, emotional, physical, moral and spiritual growth of the pupils;
- to provide a broad and stimulating curriculum based on the Early Years' Foundation Stage Curriculum, which seeks to develop lively, inquiring minds, and enables children to understand the society in which they live;

and this publication scheme is a means of showing how the school is pursuing these aims.

### 3. Categories of information published

The publication scheme guides you to information which the school currently publishes (or has recently published) or which it will publish in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

The classes of information that Sandy Lane Nursery and Forest School undertakes to make available are organised into four broad topic areas:

- i. *School Prospectus* – information published in the school prospectus (currently being updated)
- ii. *Governors' Documents* – information published in governing body documents
- iii. *Pupils and Curriculum* – information about policies that relate to children and their families
- iv. *School Policies and other information related to the school* - information about policies that relate to the maintained nursery school in general

### 4. How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email or letter. Contact details are set out below.

Email: **admin@sandylanenurseryschool.co.uk**

Tel: **01925 623640**

Text: **07415 869045**

Contact Address: **Sandy Lane Nursery and Forest School, Sandy Lane, Orford, Warrington, Cheshire, WA2 9HY**

To help staff process your request quickly, please clearly mark any correspondence "**PUBLICATION SCHEME REQUEST**" (in CAPITALS please).

If the information you are looking for is not obtainable via the scheme, you can still contact the school to ask if it is available.

### 5. Paying for information

Single copies of information covered by this publication are provided free unless stated otherwise in section 6. If your request involves a lot of photocopying or printing, or would incur a large postage charge or is for priced items, such as some printed publications or DVDs, you will be informed of the cost before your request is fulfilled.

## 6. Classes of information currently published

### School Website

This section sets out specific information published on the school website, in accordance with the principal School Information (England) Regulations 2008, as amended by the School Information (England) (Amendment) Regulations 2012 and 2016. Please note that sub-paragraph 7.2 of the Explanatory Memorandum to the School Information (England) (Amendment) Regulations 2012 states that the 2008 Regulations apply to all maintained schools except for maintained nursery schools. However, Sandy Lane Nursery and Forest School always endeavours to comply with statutory requirements as good practice.

|  |             |  |                            |
|--|-------------|--|----------------------------|
| Key:   |             |  |                            |
| Red - Not in place   |             |  |                            |
| Amber – Partially compliant/Not known/Not yet found  |             |  |                            |
| Green - In place   |             |  |                            |
| <b>Publishing information about governance structures</b><br>In the interests of transparency, a school must publish on its website up-to-date details of its governance arrangements in a readily accessible format. This effectively means it should be on a webpage and avoids the need to download or open a separate document.  |             |  |                            |
| <b>Required by Law</b>   |             |  |                            |
| <b>Information about each Governor and any Associate Members who have served in the past 12 months</b><br><ul style="list-style-type: none"> <li>• their full name</li> <li>• their category of governor</li> <li>• which body appoints them</li> <li>• their term of office</li> <li>• the names of any committees the governor serves on</li> <li>• details of any positions of responsibility, such as chair or vice-chair of the governing body or a committee of the governing body.</li> </ul> |             |  | ✓<br>✓<br>✓<br>✓<br>✓<br>✓ |
| <b>Register of Governors' Interests</b><br><ul style="list-style-type: none"> <li>• should set out the relevant business interests of governors and details of any other educational establishments they govern</li> <li>• should also set out any relationships between governors and members of the school staff including spouses, partners and relatives</li> </ul>  |             |  | ✓<br>✓                     |
| <b>For each Governor their attendance record at Governing Body and committee meetings over the last academic year</b>  |             |  | ✓                          |
| <b>The same information as above for any Associate Members, making clear whether they have voting rights on any of the committees to which they have been appointed.</b>   | N<br>/<br>A |  |                            |
| <b>School Contact Details</b><br><ul style="list-style-type: none"> <li>• your school's name</li> <li>• your school's postal address</li> <li>• your school's telephone number</li> <li>• the name of the member of staff who deals with queries from parents and other members of the public</li> </ul>   |             |  | ✓<br>✓<br>✓<br>✓           |

| <p>Key:</p> <p>Red - Not in place</p> <p>Amber – Partially compliant/Not known/Not yet found</p> <p>Green - In place</p>  |   |  |   |
|---|---|--|---|
| <p><b>Admission Arrangements</b></p> <p><b>Foundation schools and voluntary-aided schools:</b><br/>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.<br/>You must explain:</p> <ul style="list-style-type: none"> <li>• how you’ll consider applications for every age group</li> <li>• what parents should do if they want to apply for their child to attend your school</li> <li>• your arrangements for selecting the pupils who apply</li> <li>• your ‘over-subscription criteria’ (how you offer places if there are more applicants than places)</li> <li>• how parents can find out about your school’s admission arrangements through your local authority</li> </ul> <p><b>Community schools and voluntary-controlled schools:</b><br/>If the local authority decides your admissions, write that parents should contact the local authority to find out about your admission arrangements.</p> | <p>N<br/>/<br/>A</p> <p>N<br/>/<br/>A</p> |  |   |
| <p><b>Ofsted Reports</b></p> <ul style="list-style-type: none"> <li>• <i>Either:</i> publish a copy of your school’s most recent Ofsted report</li> <li>• <i>Or:</i> publish a link to the webpage where users can find your school’s most recent Ofsted report</li> </ul>  |   |  | √ |
| <p><b>Exam and Assessment Results</b> (<i>The School Information (England) (Amendment) Regulations 2016</i>)</p> <p><b>Most Recent Key Stage 2 (KS2) Results.</b> You must publish the percentage of key stage 2 pupils who achieved:</p> <ol style="list-style-type: none"> <li>the expected standard or above in reading, writing and maths</li> <li>average progress in reading, writing and maths</li> <li>an average ‘scaled score’ in reading and maths</li> <li>a high level of attainment in reading, writing and maths</li> </ol>  | <p>N<br/>/<br/>A</p>                      |  |   |
| <p><b>Key Stage 4 (KS4) Results</b> (<i>The School Information (England) (Amendment) Regulations 2016</i>)</p> <ol style="list-style-type: none"> <li>progress 8 score</li> <li>attainment 8 score</li> <li>percentage of pupils achieving a good pass in English and mathematics</li> <li>percentage of pupils achieving the English Baccalaureate</li> <li>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)</li> </ol>  | <p>N<br/>/<br/>A</p>                      |  |   |
| <p><b>The School’s 16 to 18 Results – (from March 2017)</b> (<i>The School Information (England) (Amendment) Regulations 2016</i>)</p> <p>As published by the Secretary of State in the School Performance Tables, to include:</p> <ol style="list-style-type: none"> <li>the progress students have made in English and maths</li> <li>the progress students have made compared with students across England</li> <li>the average grade that students in your college get at 16 to 19 study (key stage 5)</li> <li>student ‘retention’ (the percentage of students who get to the end of their study programme)</li> <li>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)</li> </ol>   | <p>N<br/>/<br/>A</p>                      |  |   |

|   |             |  |                                 |
|---|-------------|--|---------------------------------|
| <p>Key:</p> <p>Red - Not in place</p> <p>Amber – Partially compliant/Not known/Not yet found</p> <p>Green - In place</p>  |             |  |                                 |
| <p><b>Performance Tables</b></p> <p>A link to the <a href="#">DfE school performance tables website</a></p>   | N<br>/<br>A |  |                                 |
| <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>the content of the curriculum your school follows in each academic year for every subject</li> </ul>  |             |  | ✓                               |
| <ul style="list-style-type: none"> <li>the names of any phonics or reading schemes you are using in KS1</li> </ul>  | N<br>/<br>A |  |                                 |
| <ul style="list-style-type: none"> <li>a list of the courses available to pupils at KS4, including GCSEs</li> </ul>   |             |  |                                 |
| <ul style="list-style-type: none"> <li>how parents or other members of the public can find out more about the curriculum your school is following</li> </ul>  |             |  | ✓                               |
| <p><b>Behaviour Policy</b></p> <p>This must comply with section 89 of the Education and Inspections Act 2006</p>  |             |  | ✓                               |
| <p><b>Pupil Premium</b></p> <p>You must publish details of how your school spends its <a href="#">pupil premium funding</a> and the effect this has had on the attainment of the pupils who attract the funding.</p> <p>(a) for the previous academic year:</p> <ul style="list-style-type: none"> <li>(i) how the pupil premium allocation was spent; and</li> <li>(ii) the impact of that expenditure on eligible and other pupils; and</li> </ul> <p>(b) a statement as to the school’s strategy in respect of the pupil premium allocation for the current academic year (“pupil premium strategy”):</p> <ul style="list-style-type: none"> <li>(i) the amount of the school’s pupil premium allocation;</li> <li>(ii) a summary of the main barriers to educational achievement faced by eligible pupils of the school;</li> <li>(iii) how the pupil premium allocation is to be spent to address those barriers and the reasons for that approach;</li> <li>(iv) how the school is to measure the impact and effect of its expenditure of the pupil premium allocation; and</li> <li>(v) the date of the school’s next review of its pupil premium strategy.</li> </ul> |             |  | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓ |
| <p><b>Year 7 Catch-Up Premium Funding</b></p> <p>If your school receives <a href="#">year 7 literacy and numeracy catch-up premium funding</a>, you must publish details of how your school spends this funding and the effect this has had on the attainment of the pupils who attract it.</p> <ul style="list-style-type: none"> <li>your year 7 literacy and numeracy catch-up premium allocation for the current academic year</li> <li>details of how you intend to spend your allocation</li> <li>details of how you spent your previous academic year’s allocation</li> <li>how it made a difference to the attainment of the pupils who attract the funding</li> </ul>  | N<br>/<br>A |  |                                 |
| <p><b>PE and Sport Premium for Primary Schools</b></p> <p>If your school receives PE and sport premium funding, you must publish details of how your school spends this funding and the effect it has had on pupils’ PE and sport participation and attainment.</p> <ul style="list-style-type: none"> <li>your PE and sport premium allocation for the current academic year</li> <li>details of how you intend to spend your allocation</li> <li>details of how you spent your previous academic year’s allocation</li> <li>how it made a difference to the PE and sport participation and attainment of the pupils who attract the funding</li> </ul>  | N<br>/<br>A |  |                                 |

| <p>Key:</p> <p>Red - Not in place</p> <p>Amber – Partially compliant/Not known/Not yet found</p> <p>Green - In place</p>  |  |  |                                     |
|---|--|--|-------------------------------------|
| <p><b>Special Educational Needs and Disability (SEND) Report</b></p> <p>If your school is a maintained school, then your governing body must publish a report on the school's policy for pupils with SEND.</p> <p>The report must include details of:</p> <ul style="list-style-type: none"> <li>• your school's admission arrangements for pupils with SEN or disabilities</li> <li>• the steps you have taken to prevent pupils with SEN from being treated less favourably than other pupils</li> <li>• access facilities for pupils with SEND</li> <li>• the school's accessibility plan</li> </ul> |  |  | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> |
| <p><b>Charging and Remissions Policies</b></p> <p>The policies must include details of:</p> <ul style="list-style-type: none"> <li>• the activities or cases for which your school will charge pupils' parents</li> <li>• the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy</li> </ul>  |  |  | <p>✓</p> <p>✓</p>                   |
| <p><b>Complaints Procedure</b></p>  |  |  | <p>✓</p>                            |
| <p><b>Values and Ethos</b></p> <p>A statement of your school's ethos and values</p>   |  |  | <p>✓</p>                            |

## School Self Review

Key:

Red - Not in place

Amber – Partially compliant/Not known/Not yet found

Green - In place

| Desirable/Best Practice   | Red | Amber | Green |
|---|-----|-------|-------|
| A domain name that makes sense to visitors (eg “stcustardsprimary.sch.uk” not “wearetheprovidersofeducationinyourvillage.com”)  |     |       | ✓     |
| Headteacher’s name with first name or initial (Mrs J Smith or Mr Richard Jones)   |     |       | ✓     |
| Names and pictures of staff, including teachers, teaching assistants, midday supervisors, caretaker, with responsibilities (Head of Y6, SENCO, Science Co-ordinator) <b>NAMES AND ROLES</b>   |     | ✓     |       |
| Google maps link. Directions, especially if parking or access are complicated   |     |       | ✓     |
| Information about disabled access   |     |       | ✓     |
| British values statement  |     |       | ✓     |
| Events calendar (eg sporting fixtures, concerts, Book Day, non-uniform day)*  |     |       | ✓     |
| Term dates for the next two years plus details of how to request paper copies of documents  |     |       | ✓     |
| Times of school day, lessons, and assemblies  |     |       | ✓     |
| After school clubs, and extra-curricular activities   | N/A |       |       |
| Information on taking holidays/time off for students in term time   |     |       | ✓     |
| A link to your VLE, with instructions on how to get a parent’s password   | N/A |       |       |
| Newsletter and copies of letters to parents   |     |       | ✓     |
| Link to Parent View   |     |       | ✓     |
| The published information that demonstrates the school's compliance with the Public Sector Equality Duty, and the equality objectives that have been set.<br><i>These are <b>statutory</b> requirements, with a <b>recommendation</b> that they be published on the school website.</i> |     |       | ✓     |
| Your twitter feed, if you have one <b>LINK TO FACEBOOK</b>  | N/A |       |       |
| Uniform list, with contact details for local suppliers (and downloadable order form)  |     |       | ✓     |
| Downloadable permission slips for school trips (not legally necessary) <b>USE MICROSOFT FORMS</b>   | ✓   |       |       |
| A homework timetable, with handing in dates. Spellings’ lists <b>HOME LEARNING TAB AND INFO ON HOW TO ACCESS TAPESTRY</b>   |     | ✓     |       |
| Information about the PTA or Parents Forum <b>PARENTS GROUPS LISTED</b>   |     |       | ✓     |
| Gallery of children’s work  |     |       | ✓     |
| Links to Local Authority Schools website and Gov.UK education pages   |     |       | ✓     |
| This week’s lunch menu  | N/A |       |       |
| Snow and bad weather policy, with a link to the local radio station Snow Line <b>NO LOCAL RADIO WINTER CONDITIONS AND GRITTING POLICY AND PROCEDURE - AND RISK ASSESSMENT</b>   |     |       | ✓     |
| School policies: Anti-bullying policy, Safeguarding policy, Exclusions policy   |     |       | ✓     |

| Desirable/Best Practice   | Red | Yellow | Green |
|---|-----|--------|-------|
| A list of governors, with a pen sketch of their experience, and photographs. Contact details for the GB – via the clerk, the chair or the school? <b>LIST AND HOW TO ACCESS CHAIR OF GOVS</b>   |     | ✓      |       |
| Annual Governance statement, including a record of governors’ attendance at meetings, and “an assessment of the effectiveness and impact of the board and any committees with details of any particular challenges that have arisen”  |     |        | ✓     |
| Governors’ page, with information about the role of the governing body, how to become a governor, forthcoming meeting dates and non-confidential minutes  |     |        | ✓     |
| Secure area for governors, with all policies and their review cycle, SDP, committee and GB minutes, links to Modern Governor or GEL e-learning logins, LA Governor Services, the Maintained Schools’ Governance Guide ( <a href="https://www.gov.uk/guidance/governance-in-maintained-schools">https://www.gov.uk/guidance/governance-in-maintained-schools</a> ), <b>NGA</b> , and training courses <b>SECURE AREA TO BE POPULATED</b> |     | ✓      |       |
| A governors’ blog   | ✓   |        |       |

| Other ideas to consider  | Red | Yellow | Green |
|--|-----|--------|-------|
| A feedback page, explaining how parents’ questions and suggestions have been acted on (“ <i>You told us there was a problem with parking near the school on parents’ evenings, so we have .....</i> ”) (See <a href="#">example</a> )  |     |        | ✓     |
| General guidance on showing children’s photographs is that, where these are used, names of children should not be given, and vice versa. See an example <a href="#">Policy on Use of digital &amp; video images</a> <b>SEE ACCEPTABLE USE POLICY and VIDEO CONFERENCING POLICY</b>                       |     | ✓      |       |
| A <a href="#">translate button</a> , or key pages in languages that your parents use.  |     |        | ✓     |
| FAQ page and/or Ask Us page  | ✓   |        |       |
| News feeds <b>DONE VIA FACEBOOK</b>  | ✓   |        |       |
| Short videos on how to help your child with their reading, or showing how you teach multiplication ( <a href="#">Moortown help parents support their child’s learning</a> ) <b>SHOWN VIA TAPESTRY Information for parents on school’s website AND EARLY READING - PHONICS</b>                            |     | ✓      |       |
| Icons for awards that the school has gained. eg Arts Mark, Investors in People   |     |        | ✓     |
| House point counter (See the <a href="#">Jack Hunt School</a> website)   | N/A |        |       |
| Discussion page – eg, memories of the school opening (See <a href="#">Comments at Jack Hunt School</a> - scroll down the page) and links to social networking sites <b>LINKS TO FACEBOOK</b>   | ✓   |        |       |
| Links to websites, such as CBeebies, TES Resources & local community sites <b>INFO ON FOOD BANKS, ETC</b>  |     |        | ✓     |
| Links to the feeder schools’ websites, and advice from ex-pupils about transition  | ✓   |        |       |
| <a href="#">Jargon buster</a> glossary and list of <a href="#">acronyms</a>  | ✓   |        |       |
| What about a secure section designed for Ofsted, containing directions to the school, the SEF, SDP, school policies, governors’ contact details, etc? Give login details to the lead inspector when you get the phone call (or the knock) ... <b>CURRENTLY HAVE AN OFSTED FOLDER POPULATED WITH THIS</b> | ✓   |        |       |

| Basic web design rules  | Red | Yellow | Green |
|---|-----|--------|-------|
| Consistent design with pleasing colour scheme and legible <a href="#">websafe</a> text                  |     |        | ✓     |
| Compliance with <a href="#">accessibility guidelines</a> , eg. image captions for use by screen readers |     |        | ✓     |
| Links that work ( <a href="#">Check for broken links</a> )  |     |        | ✓     |

|  |  |  |   |
|--|--|--|---|
| Desirable/Best Practice  |  |  |   |
| Pages that download in reasonable time   |  |  | ✓ |
| Easy navigation to and from each section   |  |  | ✓ |
| Correct grammar, spelling and appropriate language ( <a href="#">Check readability</a> ) |  |  | ✓ |
| Avoid having “Under Construction” pages, old news or incorrect information.              |  |  | ✓ |
| Don’t use <a href="#">blue underlined</a> text, except for hyperlinks                    |  |  | ✓ |
| Choose a font that isn’t Comic Sans  |  |  | ✓ |

## Pupils and Curriculum Policies

This section gives access to information about policies that relate to pupils and the school curriculum.

| Class  | Description   |
|--|---|
| <b>Parent Partnership Policy</b>                     | Statement of the school’s aims and values, the school’s responsibilities, the parental responsibilities and the school’s expectations of its pupils, for example, homework arrangements           |
| <b>Curriculum Policy</b>                             | Statement on how the school implements the Early Years Foundation Stage and information on its Monitoring and Evaluation Policy   |
| <b>Special Education Needs and Disability Policy</b> | Information about the school's policy on providing for pupils with special educational needs  |
| <b>Accessibility Plans</b>                           | Plan for increasing participation of disabled pupils in the school’s curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils |
| <b>Equal Opportunities</b>                           | See Public Sector Equality Duty   |
| <b>Child Protection Policy</b>                       | Statement of policy for safeguarding and promoting welfare of pupils at the school  |
| <b>Behaviour Statement</b>                           | Statement of general principles on behaviour and discipline   |

## School Policies and other information related to the school

If not on the website, please enquire by contacting the data protection liaison officer, Katy Smith: [ksmith@sandylanenurseryschool.co.uk](mailto:ksmith@sandylanenurseryschool.co.uk). Requested documents under the publication scheme will be delivered electronically where possible.

## 7. Feedback and Complaints

Sandy Lane Nursery and Forest School welcomes any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint, then initially this should be addressed to the office manager at the school.

If you are not satisfied with the assistance that you get or if it has not been possible to resolve your complaint and you feel that a formal complaint needs to be made, then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints. It can be contacted at:

Enquiry/Information Line: **01625 545 700**

E Mail: [publications@ic-foi.demon.co.uk](mailto:publications@ic-foi.demon.co.uk)

Website: [www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk)

Contact Address: **Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF**