

## Website checklist for academy trusts, free schools and special schools

All academy trusts publish certain information on their external-facing websites, but when a single academy trust (SAT) joins a MAT, some of the information that they would have previously published on their websites will instead be published on the MAT's website.

This template details the information that SATs should publish on their websites. It also details what MATs and their individual academies should publish, outlining whether the information should be on the MAT's website, the academies' websites, or both. In line with the latest DfE [guidance](#), this checklist determines whether the information is statutory, recommended, or dependent on an academy trust's funding agreement.

The requirements for what should be published on special and free schools' websites are the same as for SATs; therefore, any information listed as statutory or recommended for SATs will also be applicable to special schools and free schools.

The DfE specifies that certain pieces of information 'must' be published – these are outlined below as 'yes' under the 'Statutory?' column. Where the DfE states that certain information 'should' be published, these are outlined below as 'Recommended' under the 'Statutory?' column.

Some of the information that SATs, MATs, special schools, free schools, sixth forms and general FE colleges publish is subject to their funding agreement – these establishments will need to check their funding agreement to ascertain what they are required to publish. So, beyond certain statutory information, the DfE can only recommend that pieces of information are published by these school types rather than enforce it. This information is outlined under the 'Statutory?' column as 'Subject to funding agreement'.

Please note that academy trusts are expected to provide paper copies of their website content to parents, should they request it.

Information description	Required for a SAT site? (Y/N)	Required for a MAT site? (Y/N)	If a MAT, required for individual academy sites? (Y/N)	Statutory?	Published? (Y/N)	Reviewed by	Date reviewed	Date of next review
<b>Annual reports and accounts</b>								
The annual audited accounts and report, published no later than 31 January	Yes	Yes	No	Yes				
The memorandum and articles of association, annual report, funding agreement (including master and supplementary agreements), and the names of charity trustees and members	Yes	Yes	No	Subject to funding agreement – but strongly recommended by DfE				
<b>Governance arrangements</b>								
In a readily accessible format, the structure and remit of the trust's members, board of trustees, its committees and local governing boards (LGBs), and the full names of the chair of each (where applicable), including the scheme of delegation for the trust and terms of reference detailing clear lines of accountability	Yes	Yes	No, but some academy trusts publish their LGB information	Yes				
Each trustee's attendance records at board and committee meetings over the last academic year	Yes	Yes	No	Yes				
Each local governor's attendance records at LGB meetings over the last academic year	Yes	Yes	No, but some academy trusts publish their LGB information	Yes				

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<p>Information on each member who has served at any point over the past 12 months – this includes the following:</p> <ul style="list-style-type: none"> <li>• Their full name</li> <li>• Their date of appointment</li> <li>• The date the member stepped down (where applicable)</li> <li>• Any relevant business and pecuniary interests, including governance roles in other educational institutions</li> </ul>	Yes	Yes	No	Yes				
<p>Information on each trustee and local governor who has served at any point over the last 12 months – this includes the following:</p> <ul style="list-style-type: none"> <li>• Their full name</li> <li>• Their date of appointment</li> <li>• Their term of office</li> <li>• The date they stepped down (where applicable)</li> <li>• Who appointed them, in accordance with the trust's articles</li> <li>• Any relevant business and pecuniary interests, including governance roles in other educational institutions</li> </ul> <p>If the trust's accounting officer is not a trustee, their relevant business and pecuniary interests must still be published.</p>	Yes	Yes	No, but some academy trusts publish their LGB information	Yes				

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The relevant business and pecuniary interests of other individuals named on the register	No	No	No	No, this is at the trust's discretion.				
A dedicated governance page, including: <ul style="list-style-type: none"> <li>Meeting dates</li> <li>Photos of current trustees or local governors, as relevant</li> <li>Information about the role of the board of trustees, or about the local governing board, as relevant</li> <li>Information regarding how to join the relevant board</li> </ul>	Yes	Yes	LGB information only	Recommended				
<b>Contact details</b>								
Contact details including the following: <ul style="list-style-type: none"> <li>Name of trust/academy</li> <li>Postal address</li> <li>Telephone number</li> <li>Name of member of staff who deals with queries from parents and other members of the public</li> </ul>	Yes	Yes	Yes	Recommended				
Other trust details, including the following: <ul style="list-style-type: none"> <li><b>[If the trust owner is an individual]</b> The full name</li> </ul>	Yes	Yes	No	Recommended				

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<ul style="list-style-type: none"> <li>and contact details of the owner</li> <li><b>[If the trust owner is a group or organisation]</b> The address and telephone number of the owner's office</li> </ul>								
Other academy details, including the following: <ul style="list-style-type: none"> <li>Name of the headteacher</li> <li>Name and address of the chair of the LGB (if there is one)</li> <li><b>[Mainstream academy trusts only]</b> Name and details of the SENCO</li> </ul>	Yes	No	Yes	Recommended				
<b>Admissions</b>								
<ul style="list-style-type: none"> <li>Full proposed admission arrangements – including the academy trust's published admission number (PAN), and any updates to the PAN</li> <li>Details of the person within the admissions authority to whom comments may be sent and the areas on which comments are not sought</li> <li>Once determined, the full admission arrangements for the whole offer year. These stay on the website for the duration of the whole offer year</li> </ul>	Yes	Yes	Yes	Yes				

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<ul style="list-style-type: none"> <li>If the determined admissions arrangements change during the school year, any variations in the arrangements</li> <li>Arrangements for selecting the pupils who apply</li> <li>Oversubscription criteria (how places are offered if there are more applicants than places)</li> <li>What parents should do if they want to apply for their child to attend the academy trust</li> <li>How parents can find out about the academy trust's admissions arrangements through the LA</li> </ul> <p>This requirement is sometimes met via an Admissions Policy.</p>								
<p><b>[Special schools]</b> The website 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.</p> <p>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>	No	No	No	No				
<p><b>[16-19 academy trusts]</b></p> <ul style="list-style-type: none"> <li>Open days the academy trust is planning</li> <li>The process for applying for a place at the academy trust,</li> </ul>	Yes	No	Yes	Recommended				

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<p>which will be published a year in advance</p> <ul style="list-style-type: none"> <li>Whether the academy trust gives priority to applications from pupils enrolled at particular schools</li> </ul>								
<p><b>[Academy trusts other than 16-19 academies]</b> Exclusion arrangements – details of Exclusion Policy.</p>	Yes	Only if providing an overarching policy	Yes	Recommended				
<b>Remote education</b>								
The plan regarding the trust's remote education provision, including the expectations for remote education, teaching approaches and number of hours per day.	Yes	Yes	Yes	Yes				
<b>Ofsted reports</b>								
Information on, or a link to, the academy trust's recent Ofsted inspection	Yes	No	Yes	Subject to funding agreement – but strongly recommended by DfE				
<b>[Updated] Exam and assessment results</b>								
<b>[Updated]</b> [Due to coronavirus (COVID-19) disruptions, 2019/2020 and 2020/2021 results do not need to be published; however, results from 2018/2019 must continue to be displayed.]								

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<p>A link to the government's school and college performance tables and the academy trust's own performance tables.</p> <p>Trusts should clearly mark where measures are not current.</p>								
<p><b>[Primary academy trusts]</b></p> <ul style="list-style-type: none"> <li>Percentage of pupils who have achieved the expected standard in reading, writing and maths</li> <li>Average progress that pupils have made in reading between KS1 and KS2</li> <li>Average progress that pupils have made in writing between KS1 and KS2</li> <li>Average progress that pupils have made in maths between KS1 and KS2</li> <li>Percentage of pupils who have achieved a higher standard in reading, writing and maths</li> <li>Pupils' average scaled scores in the reading test</li> <li>Pupils' average scaled scores in the maths test</li> </ul> <p><b>[Special schools]</b> The website should offer a short analysis of the results, including any interventions in place, whether the qualifications are P levels, and if there has been</p>	Yes	No	Yes	Subject to funding agreement – but strongly recommended by DfE				

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an increase in the percentage of pupils achieving their targets.								
<p><b>[Secondary academy trusts]</b> The most recent KS4 results, including the following:</p> <ul style="list-style-type: none"> <li>• Progress 8 score</li> <li>• Attainment 8 score</li> <li>• Percentage of pupils achieving a 'strong pass' (grade 5 or above) in English and maths at the end of KS4</li> <li>• Percentage of pupils entering for the English Baccalaureate (EBacc)</li> <li>• The percentage of pupils achieving at least the academy trust's EBacc average point score, which shows pupils' point scores across the five pillars of the EBacc</li> <li>• Percentage of pupils staying in education or employment after KS4 (destinations)</li> </ul>	Yes	No	Yes	Subject to funding agreement – but strongly recommended by the DfE				
<p><b>[KS5]</b></p> <ul style="list-style-type: none"> <li>• A link to the academy trust's 16-18 performance tables page</li> <li>• The progress pupils have made in English and maths</li> <li>• The progress pupils have made compared with pupils across the country, shown separately for A-levels, academic, applied</li> </ul>	Yes	No	Yes	Recommended				

Information description	Required for a SAT site? (Y/N)	Required for a MAT site? (Y/N)	If a MAT, required for individual academy sites? (Y/N)	Statutory?	Published? (Y/N)	Reviewed by	Date reviewed	Date of next review
<p>general and tech level qualifications</p> <ul style="list-style-type: none"> <li>The average grade that pupils in the academy trust achieve at 16-19 study (KS5), shown separately for each qualification type</li> <li>Pupil 'retention' (the percentage of pupils who get to the end of their study programme), shown separately for each qualification type</li> <li>Pupil 'destinations' (the percentage of pupils who continue in education or training, or move on to employment at the end of 16-19 study)</li> </ul>								
<b>Curriculum</b>								
<ul style="list-style-type: none"> <li>Curriculum approach, including how the approach complies with duties outlined in the Equality Act 2010 and Special Educational Needs and Disabilities Regulations 2014 (how the curriculum is made accessible for pupils with SEND)</li> <li>Curriculum content for each year group, across each subject, including RE (even if it is taught as part of another</li> </ul>	Yes	No	Yes	Subject to funding agreement – but strongly recommended by DfE				

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<p>subject or subjects or is called something else) and details of how additional information relating to the curriculum may be obtained by parents and the public</p> <ul style="list-style-type: none"> <li>• <b>[Primary academy trusts]</b> The names of any phonics or reading schemes in operation for KS1</li> <li>• <b>[Secondary academy trusts]</b> A list of all courses available for KS4, including GCSEs</li> <li>• <b>[16-19 academy trusts]</b> The 16-19 qualifications offered, and how the trust meets the <a href="#">16-19 study programme requirements</a></li> </ul> <p><b>[Special schools]</b> 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.</p> <p>The website should paint a full picture of the curriculum – if the academy trust follows a more</p>								

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<p>sensory based approach, this should be noted.</p> <p>This requirement is sometimes met via a Curriculum Policy.</p>								
<b>Policies and procedures</b>								
<ul style="list-style-type: none"> <li>Behaviour Policy, including an anti-bullying strategy</li> <li>Charging and Remissions Policy, which must include details of activities or cases for which pupils' parents are charged, and circumstances where exceptions are made on a payment</li> <li>Academy trust-specific Complaints Procedure Policy</li> <li>Child Protection and Safeguarding Policy</li> <li>Whistleblowing procedure</li> </ul>	Yes	Only if providing an overarching policy	Yes	Recommended  Regarding the Child Protection and Safeguarding Policy, 'Keeping children safe in education' requires that this policy be made publicly available, either on the academy trust's website, or by other means.				
Arrangements for handling complaints from parents of children with SEND about the support provided by the school	Yes	Only if providing an overarching policy	Yes	Yes				
<b>[16-19 academy trusts]</b> 16-19 bursary statement	Yes	No	Yes	Recommended				
<ul style="list-style-type: none"> <li>First Aid Policy</li> <li>EAL Policy</li> <li>Health and Safety Policy</li> <li>Whistleblowing Policy</li> <li>Data Protection Policy</li> </ul>	Yes	Only if providing an overarching policy	Recommended	Recommended  Regarding the First Aid Policy, EAL Policy and Health and Safety Policy, the				

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<ul style="list-style-type: none"> <li>Freedom of Information Policy</li> <li>SEND Policy</li> </ul>				<p>Independent School Standards Regulations 2014 requires these to be made available to parents. Publishing them on the academy trust's websites is an effective way of meeting this requirement. The other policies required by these regulations are mentioned elsewhere in the checklist.</p> <p>Regarding the SEND Policy, the 'Special educational needs and disability code of practice: 0 to 25 years' requires academy trusts to have a SEND Policy and information on their approach to supporting pupils with SEND; however, this does not need to be published on the website. Publishing the policy on the website would be considered good practice as it provides parents with easy access to information regarding</p>				

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				<p>the school's SEND provision.</p> <p>Regarding the Whistleblowing Policy, the DfE recommends this is published online.</p>				
<b>[Updated] Funding</b>								
<p>Details of how pupil premium funding is spent (per academic year), and the effect this has on the attainment of the pupils who attract the funding, including:</p> <ul style="list-style-type: none"> <li>• How much pupil premium funding is received for this academic year.</li> <li>• Details of the main barriers to educational achievement that the disadvantaged pupils in the academy trust face.</li> <li>• How pupil premium funding will be spent to address these barriers and the reasons for the approach chosen.</li> <li>• How the impact of the pupil premium will be measured.</li> <li>• The date of the next pupil premium strategy review.</li> <li>• <b>[New]</b> How the school used the recovery premium.</li> </ul> <p>For the previous academic year:</p>	Yes	No	Yes	<p>Subject to funding agreement – but strongly recommended by the DfE</p>				

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<ul style="list-style-type: none"> <li>How the academy trust spent its pupil premium funding.</li> <li>The effect that the pupil premium had on pupils.</li> </ul> <p>The plans for how the funding will be spent for the academic year should be updated by the end of the Autumn term.</p> <p><b>[Special schools]</b> 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.</p>								
<p><b>[Primary academy trusts]</b> For academy trusts in receipt of the <a href="#">PE and sport premium</a>, include:</p> <ul style="list-style-type: none"> <li>The amount received for the current academic year and how it is intended to be spent</li> <li>A full breakdown of how the previous academic year's allocation was spent, and its impact on the PE, sport participation and attainment of the pupils who attract this funding</li> <li>How it is ensured that the improvements from the PE and sport premium are sustainable</li> </ul>	Yes	No	Yes	Subject to funding agreement – but strongly recommended by the DfE				

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<ul style="list-style-type: none"> <li>How many pupils within their Year 6 cohort can do each of the following:               <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue in different water-based situations</li> </ul> </li> </ul>								
<b>SEND</b>								
<p>SEN Information Report, which is updated with any changes as soon as possible, and which must be compliant with:</p> <ul style="list-style-type: none"> <li>Section 69 of the Children and Families Act 2014, including:               <ul style="list-style-type: none"> <li>The arrangements for the admissions of disabled pupils</li> <li>The steps the trust takes to prevent disabled pupils from being treated less favourably than other pupils</li> <li>The facilities the trust provides to help disabled pupils to access the school</li> </ul> </li> </ul>	Yes	No	Yes	Yes				

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<ul style="list-style-type: none"> <li>- The school's accessibility plan</li> <li>• Schedule 10 of the Equality Act 2010, including an accessibility plan which demonstrates how the academy trust is:               <ul style="list-style-type: none"> <li>- Increasing the extent to which disabled pupils can participate in the school's curriculum</li> <li>- Improving the physical environment of the school with the purpose of facilitating greater engagement with the facilities for pupils with SEND</li> </ul> </li> <li>• Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, where appropriate.</li> <li>• Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'.</li> </ul>								
<b>Equality objectives</b>								
<ul style="list-style-type: none"> <li>• Details of how the academy trust is complying with the Public Sector Equality Duty from the Equality Act 2010, and the Equality Act 2010 (Specific Duties and Public Authorities)</li> </ul>	Yes	No	Yes	Yes				

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<p>Regulations 2017 – which should be updated annually</p> <ul style="list-style-type: none"> <li>The academy trust's equality objectives – this should be updated at least once every four years</li> <li>Details of how the academy trust is: <ul style="list-style-type: none"> <li>Eliminating discrimination (working in line with the Equality Act 2010)</li> <li>Improving equality of opportunity</li> <li>Consulting those affected by inequality in decisions</li> </ul> </li> </ul>								
A statement of the academy trust's ethos and values	Yes	Yes	Yes	Recommended				
<p><b>[Trusts with over 250 employees]</b> The following gender pay gap information:</p> <ul style="list-style-type: none"> <li>The mean and median hourly pay gap between men and women</li> <li>The annual bonus gap between men and women</li> <li>The percentage of men and women participating in the bonus</li> <li>The number of men and women in each of the four quartile pay bands</li> </ul>	Yes	Yes	No	Yes				
<p><b>[MATs]</b></p> <ul style="list-style-type: none"> <li>The MAT's overarching British values statement</li> </ul>	No	Yes	No	Recommended				

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<ul style="list-style-type: none"> <li>Information and links to all member academies, including local governors, links to academies' websites and basic contact details, e.g. phone number, address and administrative email address</li> <li>Additional information on member academies, such as when they joined the MAT</li> </ul>								
<b>Careers guidance</b>								
<p><b>[Secondary academy trusts]</b>  <b>Provider access policy statement</b>  Publish the following details about the academy trust's provision and how it allows providers access to pupils to deliver suitable careers guidance:</p> <ul style="list-style-type: none"> <li>Pupils' entitlement to careers guidance</li> <li>Who handles access requests</li> <li>The opportunities that are provided to allow access to pupils</li> <li>Who providers should contact to discuss events and options</li> <li>The rules for granting and refusing access requests</li> </ul>	Yes	No	Yes	Yes				

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<ul style="list-style-type: none"> <li>What can providers expect once a request has been accepted</li> <li>Whether the academy trust allows providers to leave prospectuses and, if so, the process to follow</li> <li>The circumstances in which providers of technical education and apprenticeships will be given access to Year 8 to 13 pupils</li> </ul> <p><b>[Special schools]</b> If 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 the advice offered to pupils.</p>								
<p><b>[Secondary academy trusts]</b> The website must contain:</p> <ul style="list-style-type: none"> <li>The name, email address and telephone number of the academy trust's careers leader (the individual who leads and coordinates the careers programme).</li> <li>A summary of the careers programme, including details as to how pupils,</li> </ul>	Yes	No	Yes	Recommended				

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<p>parents, teachers and employers may access information regarding the careers programme.</p> <ul style="list-style-type: none"> <li>• How the academy trust measures and assesses the impact of the careers programme on pupils.</li> <li>• The date of the academy trust's next review of the information published under this sub-paragraph.</li> </ul> <p><b>[Special schools]</b> 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>								
<b>Freedom of information</b>								
The academy trust's publication scheme, which complies with section 19 of the Freedom of Information Act 2000	Yes	Yes	This depends on whether the academies are classed as	Public authorities should make sure that the scheme, the guide to information and				

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The academy trust's 'guide to information'			public authorities in their own right, or whether they simply form part of the authority of the MAT. If they are completely independent, they need to publish their own information separate from the trust. The trust itself will be able to advise on which arrangement applies.	schedule of fees are all available on their website, public notice board, or in any other way that they normally communicate with the public.				
The academy trust's schedule of fees (often included in the guide to information)								
If subject to an Notice to Improve (Nti), the academy trust must publish the Nti on their website within 14 days of it being issued and will retain it on the website until the Nti is lifted by the ESFA.	Yes	Yes	Yes	Yes				
How many of the academy trust's employees have a gross annual salary and benefits of £100,000 or more, outlined in £10,000 increments	Yes	Yes	Yes	Yes				
<b>[MATs and academies that have a full-time equivalent employee</b>	Yes	Yes	No	Yes				

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<p><b>number of more than 49 for a relevant reporting period]</b>  As per section 8 of <a href="#">The Trade Union (Facility Time Publication requirements) Regulations 2017</a>, information that comprises the response to questions, or requests for information, set out in <a href="#">schedule 2</a>.</p>								
<p><b>[MATs and academies with over 250 employees]</b>  The ‘Data Publication’ information as outlined in <a href="#">‘Meeting the Public Sector Apprenticeship Target’</a> (2018), including:</p> <ul style="list-style-type: none"> <li>• The number of employees whose employment in England by the body began in the reporting period in question.</li> <li>• The number of apprentices who began to work for the body in that period and whose apprenticeship agreements also began in that period.</li> <li>• The number of employees employed in England that the body has at the end of that period.</li> <li>• The number of apprentices who work for the body at the end of that period.</li> </ul>	Yes	Yes	No	The government is not prescriptive about where the information is published but it must be easily accessible to the public – the academy trust’s external facing website would meet this requirement.				

Information description	Required for a SAT site? (Y/N)	Required for a MAT site? (Y/N)	If a MAT, required for individual academy sites? (Y/N)	Statutory?	Published? (Y/N)	Reviewed by	Date reviewed	Date of next review
<ul style="list-style-type: none"> <li>• The number of apprentices who worked for the body immediately before that period.</li> <li>• A headcount on the day before the first day of each reporting period in the target period.</li> </ul> <p>Additionally, the following as percentages:</p> <ul style="list-style-type: none"> <li>• The number of apprentices who began to work for the body in that period and whose apprenticeship agreements also began in that period, as a percentage of the number of employees whose employment in England by the body began in the reporting period in question.</li> <li>• The number of apprentices who work for the body at the end of that period as a percentage of the number of employees employed in England that the body has at the end of that period.</li> <li>• The number of apprentices who began to work for the body in that period and whose apprenticeship agreements also began in</li> </ul>								

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that period as a percentage of a headcount on the day before the first day of each reporting period in the target period.								
All relevant privacy notices	Yes	Yes	Yes	Privacy notices must be communicated to data subjects to satisfy their right to be informed. Although publication on a website is not the only way to meet this requirement, doing so can be considered good practice.				