



## Westfield Nursery School Equality Objectives 2019-2020

Equality Objective	Why?	How?	Review
<p>To ensure SEND pupils are appropriately supported</p>	<p>Children with level higher needs get distressed in setting e.g. by being over stimulated or not managing transitions</p>	<ul style="list-style-type: none"> <li>-Share with parents what to expect when e.g. by 2= 50 words/ 3=300 words at new starter meetings</li> <li>-Share with parents what to expect when e.g. stay and play days</li> <li>-Early discussions with parents</li> <li>-Early signposting for support e.g. speech and language drop in               <ul style="list-style-type: none"> <li>-Timely referral to EYST</li> </ul> </li> <li>-SEND Plans written and regularly reviewed</li> <li>-Target best staff 1:1 support</li> <li>-Bucket time</li> </ul>	<p>In Prime areas SEND children made better than expected progress or expected progress            3 areas 3 steps progress (SC&amp;SA, MFB, U)            5 areas 2 steps progress (R, L&amp;A, Sp, M&amp;H, H&amp;SC)            In Specific areas SEND children made better than expected progress or expected progress            2 areas 3 steps progress (R, N)            7 areas 2 steps progress (W, SSM, P&amp;C, UtW, T, EMM, BI)            (Data Spring term 2020 NB No summer term data drop Covid-19)            What to expect when documents shared:            -Vocabulary acquisition at new starter meetings/ on website            -Development in newsletter/ on website            Stay and play day Monday 4<sup>th</sup> November to share curriculum expectations &amp; Thursday 5<sup>th</sup> March to share communication, language and literacy            SENDCo &amp; class leaders signposted SALT support            SENDCo &amp; class leaders referred to SALT/ EYST/ Child Development Centre            Class leaders write and review SEND plans every six weeks            SENDCo &amp; class leaders apply for funding to enable 1:1 targeted support; quality support staff in place            Appropriate range of interventions used e.g. bucket time (attention autism), object exchange, objects of reference, Lift off to Language to support progress</p>
<p>To upskill staff in supporting disadvantaged pupils</p>	<p>To diminish the difference</p>	<ul style="list-style-type: none"> <li>-Staff CPD following poverty conference (LC/CB)</li> <li>-Raise awareness of the importance of attendance via golden ticket</li> <li>- Implement 'Four before 4' plan to build cultural capital- via passport</li> <li>-Invite a range of visitors across</li> </ul>	<p>In Prime areas SEND children made better than expected progress or expected progress in five areas            2 areas 3 steps progress (MFB, Sp)            5 areas 2 steps progress (R, SC&amp;SA, U, M&amp;H, H&amp;SC)            In Specific areas SEND children made better than expected progress or expected progress in seven areas            2 areas 3 steps progress (SSM, BI)            6 areas 2 steps progress (R, W, N, P&amp;C, T, EMM)</p>

		<ul style="list-style-type: none"> <li>-Trial parental engagement sessions each half term</li> <li>-Create my home learning packs</li> </ul>	<p>Whole staff INSET relating to child poverty 12.02.20  Learning Intentions: To understand poverty and the impact on our children &amp; to understand the positive impact Nursery can have  Golden tickets created and distributed to parents explaining importance of Nursery education  Cultural capital passports created and distributed to parents; celebrated with peers when passports returned  Extended visitors program including Pantomime performance, L and D visitor, librarian, steel pan workshop  Extended curriculum opportunities including Children in Need, Harvest, Nativity, World Book Day, Beep beep day, safer internet day and Science week  Note- no extracurricular events in Spring 2/ Summer term due to Covid-19  Transition sessions focussing on toileting, speech and language delivered in Autumn term with positive feedback  -Very friendly helpful staff  -Sessions were informative and got a good chance to interact with Nursery team and parents as well  Note- Sessions arranged for Spring/ Summer terms cancelled due to Covid-19  Free home learning packs available for all families  Home learning support sent during lockdown in March &amp; June with other ideas shared in monthly newsletters</p>
<p>To ensure all children have opportunity for 3-year development check</p>	<p>To support parents with their child's development</p>	<ul style="list-style-type: none"> <li>-Share appropriate information regarding pupils at setting with Health professionals</li> <li>-Provide time/ space for joint 3-year checks</li> <li>-Use check for discussions about toileting/ sleep/ speech &amp; language/ nutrition and obesity/ immunisations/ PSED/ dental care/ staying safe/ bilingualism/ being active/ school readiness</li> </ul>	<p>Contacts in November, January and February to arrange 3-year integrated reviews which were successfully completed.  Note- not integrated from March-July due to Covid-19</p>