



## Westfield Nursery School Equality Objectives 2020-2021

Equality Objective	Why?	How?	Review
<p>To support children with an Education Health Care Plan</p>	<p>Children have their additional needs met Children's progress is monitored to ensure positive outcomes</p>	<p>-1:1 call (Covid-19) to parents in September to discuss implementation of EHCP -6-month review meetings completed to discuss short term targets, support and any changes in circumstance or need -Annual review meetings completed to discuss targets, support and any changes in circumstance or need</p>	<p>-Six children and their families were supported in achieving an EHCP this year (following the seven 2019-2020) to ensure children have the correct support when moving into school. -Four children who had Education, Health Care Plans were successfully supported against their need at Nursery. -EHCP reviews were successfully completed ensuring pupils had the correct support moving on to school.</p> <p>'Parents and carers are happy with what the school provides for their children, particularly for children with special educational needs/and or disabilities (SEND)'. Ofsted June 2021</p> <p>'Throughout the COVID-19 (coronavirus) pandemic, the special educational needs coordinator has worked closely with parents. A high number of education, health and care plans were completed, and support plans reviewed. This ensures that children with additional needs receive the support they need.' Ofsted 2021</p>
<p>To support children with speech and language needs</p>	<p>Children's speech and language including understanding, listening, attention and speaking is supported to ensure positive outcomes</p>	<p>-Staff utilise the speech and language website <a href="http://childspeechbedfordshire.nhs.uk">childspeechbedfordshire.nhs.uk</a> -Staff signpost parents to speech and language website -Share talking expectations with parents <a href="http://childspeechbedfordshire.nhs.uk">childspeechbedfordshire.nhs.uk</a> -Signposting parents for support -Referring to SALT where required -Termly data drops to monitor progress -Lift off to Language intervention -Use translation cards for EAL pupils -Use language apps for EAL pupils</p>	<p>-Translation cards are in place to support children/ staff (Albanian/ Greek/ Hungarian/ Romanian/ Spanish) to support children's acquisition of language and staff supporting in home language as children settle. -Nine referrals completed to SALT to ensure children and families have specific targeted advice. -Speech and language age related expectations shared at new starter meetings, by newsletters, via the website and 1:1. -Signposting via website/ newsletters to ensure children's need best met. -TA employed to deliver Lift off to Language intervention for two-year-olds and three-to-four-year-olds supporting understanding and language acquisition Lift off to Language- N1 +4.57 points progress made compared to 3.0 points expected &amp; gap between EYPP and non EYPP closed from 1.70 points to 0.08 points.</p>

			<p>All Pupils Autumn 2 data drop: Understanding 10.51/ 22b/ +1.44/ +2 Speaking 10.40/ 22c/ +1.21/ +1 (+1.0 points progress expected)</p> <p>All Pupils Spring 2 data drop: Understanding 12.15/ 22a/ +3.08/ +3 Speaking 11.83/ 22a/ +2.64/ +3 (+2.0 points progress expected)</p> <p>All Pupils Summer 2 data drop Understanding 13.18/ 30c/ +4.11/ +4 Speaking 12.92/ 30c/ +3.73/ +4 (+3.0 points progress expected)</p> <p>'Work with families begins before children start Nursery. This helps to set expectations and establish strong relationships. Strong community links help families who speak English as an additional language to settle in well.' Ofsted June 2021</p>
<p>To support children receiving Early years Pupil premium funding</p>	<p>To ensure there is no gap between EYPP pupils and their peers</p>	<p>-Needs identified and well-being and involvement scores analysed -Range of intervention activities delivered weekly in classes which may include a physical activity, speech and language activity, an emotions group support time, a language-based group using the Lift off to Language programme, a turn taking group and a Forest school experience</p>	<p>EYPP children supported in class during Covid-19 pandemic. In the Summer term TA employed to deliver intervention groups. Forest school- N1 EYPP +4.43/ +4 points progress made &amp; gap between EYPP and non EYPP closed from 1.46 points to 0.56 points. Lift off to Language- N1 +4.57 points progress made compared to 3.0 points expected &amp; gap between EYPP and non EYPP closed from 1.70 points to 0.08 points. Games group- N1 +4.14 points progress made compared to 3.0 points expected &amp; gap between EYPP and non EYPP closed from 1.38 points to 0.19 points. My time- N1 +3.93 points progress made compared to 3.0 points expected &amp; gap between EYPP and non EYPP closed from 1.39 points to 0.12 points.</p> <p>'Staff are passionate about helping children to do their best. They provide strong and nurturing support for the most vulnerable children.' June 2021</p>