



## Westfield Nursery School Equality Objectives 2022-2024

Equality Objective	Why?	How?	Success Criteria	Impact
<p>To support pupils and families with English as an Additional Language (EAL)</p>	<p>Numbers of EAL pupils have steadily risen (Summer 34% &amp; 21 languages Autumn 2022 35% &amp; 15 languages Spring 2023 42% &amp; 20 languages). Nursery has a commitment to ensure EAL pupils have the best support</p>	<ul style="list-style-type: none"> <li>-Ensure languages in welcome displays reflects languages of children</li> <li>-Research and share language translation app</li> <li>-Explain events 1:1 e.g. stay and play day</li> <li>-Use buddy system where appropriate</li> <li>-Invite to toddler group</li> <li>-Signpost to children's centre or other local opportunities</li> <li>-Monitor progress and attainment of</li> <li>-Undertake EAL audit</li> <li>-Following audit create and implement an action plan</li> <li>-Use EAL assessment to track and support individual language acquisition</li> </ul>	<p>Positive verbal and written feedback (pupil/ parent/ carers) All pupils, parents/ carers feel valued</p>	<p>Families feel welcome and supported. Pupils feel happy and safe. Pupils engage with the environment and other children/ adults. Pupils gain confidence in communicating their needs. Pupils make positive progress with their English language acquisition. EAL audit completed successfully. Families used Toddler group to meet others.</p>
<p>To support refugee and asylum-seeking families</p>	<p>Children of asylum seekers and refugees are entering Nursery for the first time</p>	<ul style="list-style-type: none"> <li>-Update the admissions policy with refugees and asylum seekers added to criteria</li> <li>-Ensure languages in welcome displays reflects languages of children</li> <li>-Research and share language translation app</li> <li>-Explain events 1:1 e.g. stay and play day</li> <li>-Use buddy system where appropriate</li> <li>-Invite to toddler group</li> <li>-Signpost to children's centre or other local opportunities</li> <li>-Monitor progress and attainment of</li> <li>-Undertake EAL audit</li> <li>-Following audit create and implement an action plan</li> <li>-Ensure staff understand ACE's and trauma informed practice</li> </ul>	<p>Positive verbal and written feedback (pupil/ parent/ carers) regarding support offered All pupils, parents/ carers feel valued</p>	<p>Families felt welcomed. Families did not go hungry as they accessed the help yourself larder. Children were correctly dressed supported using the Act of Kindness funds for clothes. Families were supported with resources for learning (books/ paper/ mark-making/ craft materials) Positive progress demonstrated in data and for interventions.</p>

		<ul style="list-style-type: none"> <li>-Ensure children are supported with appropriate interventions such as 'MyTime'</li> <li>-Support through food larder and act of kindness fund e.g. clothes</li> </ul>		
To support language and communication needs	Children are entering Nursery below age related expectations	<ul style="list-style-type: none"> <li>-Transition process &amp; baseline identifies level of language acquisition</li> <li>-Lift Off to Language CPD for staff member delivering intervention</li> <li>-Lift Off to Language intervention for 2-year-olds</li> <li>-Lift Off to Language intervention for 3–4-year-olds (LOTL)</li> <li>-Update LOTL traffic light assessments in light of updated Nursery curriculum</li> <li>-Identify key and extended vocabulary for all pupils</li> <li>-Use a range of objects/ pictures/ activities to teach vocabulary</li> <li>-Share vocabulary with parents/ carers</li> <li>-Create core and extended vocabulary posters for continuous provision for staff/ families to use</li> <li>-Read daily</li> <li>-Encourage early reading at home and share early reading at Nursery (book castle/ library/ newsletters)</li> <li>-Model language</li> <li>-Simplify language/ match + 1 to extend language</li> <li>-High expectations for talking in sentences e.g. At snack time 'I would like milk please.'</li> <li>-Redo communication hotspots activity</li> </ul>	Pupils make above expected progress in language acquisition (I can communicate with adults and children)	<p>Pupils made above expected progress in communication and language.</p> <p>Pupils made positive progress in Lift Off to Language intervention/ Tap tap intervention.</p> <p>Parents reading sessions established.</p> <p>Monitoring showed positive role modelling by staff.</p> <p>Monitoring demonstrated staff using appropriate techniques to support learning and next steps.</p>



## Westfield Nursery School Equality Objectives 2021-2022

Equality Objective	Why?	How?	Success Criteria	Impact
To strengthen pupil voice	Children's experiences and feedback are valued to improve education offer	<ul style="list-style-type: none"> <li>-Children's interests followed in possible lines of development for themes followed, choices for continuous provision and content of learning journey folders</li> <li>-Child voice shown in class displays</li> <li>-Children's views sought after special days/ events</li> <li>-Child friendly policies</li> <li>-Child voice interviews with Head teacher</li> <li>-Pupil questionnaire</li> </ul>	Feedback from pupils strengthens pupil experience	Greater confidence to share knowledge and learning seen through monitoring visits (questions, observations and displays), pupil voice interviews and questionnaires. 97% pupils enjoy Nursery 'The beginning is very hard but now I love because of everybody' 'I love my school'
To seek parent/ carer views and review levels of engagement	Parents/ carers experiences and feedback are valued to improve education offer	<ul style="list-style-type: none"> <li>-Parent questionnaire about new curriculum/ settling in/ end of year</li> <li>-New starter events/ settling in week/ 'All about me' discussions</li> <li>-Consultations</li> <li>-Reports (e.g. 2-year check/ leavers report/ SEND plans)</li> <li>-Stay and Play days (Covid dependent)</li> <li>-Special events (Covid dependent)</li> </ul>	All parents feel valued, and feedback strengthens pupil experience	Improved experience 100% new starter questionnaires positive for all questions (either outstanding or very good) 'Thank you all for your help so far' 'My daughter is very happy at nursery, thank you!' 'Overall outstanding' 'I couldn't be happier' 97% parents/ carers say their child is happy 'She is always smiling & happy to go in and play' 'Wants to go to school everyday' 'Very happy' 'My child is excited about going to Nursery and I have to say thank you for all the effort and care you put in, taking care learning things my child'
To support parental engagement and home learning for vulnerable learners and their families	Children's learning supported at home and Nursery to reduce differential difference with peers	<ul style="list-style-type: none"> <li>-Weekly library day</li> <li>-Half termly home learning challenge</li> <li>-Free resource pack (paper/ pens/ stickers glue etc) available from school library area as required</li> <li>-Passport of free activities for families to access</li> <li>-Signposting to available support and activities e.g. from children's centre</li> <li>-Communications regarding intervention groups</li> <li>-Bedtime bear/ Activity bag</li> </ul>	Broadened opportunities for vulnerable children	Positive parental feedback Display of passports



## 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>	<ul style="list-style-type: none"> <li>-1:1 call (Covid-19) to parents in September to discuss implementation of EHCP</li> <li>-6-month review meetings completed to discuss short term targets, support and any changes in circumstance or need</li> <li>-Annual review meetings completed to discuss targets, support and any changes in circumstance or need</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Four children who had Education, Health Care Plans were successfully supported against their need at Nursery.</li> <li>-EHCP reviews were successfully completed ensuring pupils had the correct support moving on to school.</li> </ul> <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>	<ul style="list-style-type: none"> <li>-Staff utilise the speech and language website <a href="http://childspeechbedfordshire.nhs.uk">childspeechbedfordshire.nhs.uk</a></li> <li>-Staff signpost parents to speech and language website</li> <li>-Share talking expectations with parents <a href="http://childspeechbedfordshire.nhs.uk">childspeechbedfordshire.nhs.uk</a></li> <li>-Signposting parents for support</li> <li>-Referring to SALT where required</li> <li>-Termly data drops to monitor progress</li> <li>-Lift off to Language intervention</li> <li>-Use translation cards for EAL pupils</li> <li>-Use language apps for EAL pupils</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Nine referrals completed to SALT to ensure children and families have specific targeted advice.</li> <li>-Speech and language age related expectations shared at new starter meetings, by newsletters, via the website and 1:1.</li> <li>-Signposting via website/ newsletters to ensure children's need best met.</li> <li>-TA employed to deliver Lift off to Language intervention for two-year-olds and three-to-four-year-olds supporting understanding and language acquisition</li> </ul> <p>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:</p>

			<p>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>



## 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               <ul style="list-style-type: none"> <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> </ul> </li> <li>-SEND Plans written and regularly reviewed               <ul style="list-style-type: none"> <li>-Target best staff 1:1 support</li> <li>-Bucket time</li> </ul> </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> <li>-Trial parental engagement sessions each half term</li> <li>-Create my home learning packs</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)            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</p>

			<p>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>