Westfield Nursery School
Equality Objectives 2025-2028

Equality Objective	Why?	How?	Success Criteria	Impact
To support pupils and families with English as an Additional Language (EAL), the school will implement strategies to raise parent/ pupil engagement.	A growing number of children attend our setting have English as an Additional Language. Autumn term 2020 30% Autumn term 2021 34% Autumn Term 2022 35% Autumn Term 2023 42% Autumn Term 2024 60% Autumn Term 2025 44% Autumn Term 2025 59% Currently 20 different languages are spoken at home	-Ensure languages in welcome displays reflects languages of children -Embed use of 'Pocket talk' translation device -Attend CBC EAL training -Following EAL audit & CPD create and implement an action plan -Use EAL assessment to track and support individual language acquisition -Monitor progress and attainment	Positive verbal and written feedback (pupil/ parent/ carers) All pupils, parents/ carers feel valued Pupils make above expected progress	July 2026 CBC EAL training was completed and the strategies shared already embedded. A pocket talk translation device was trialled and on positive feedback from staff, one is now available in the two-year-old class, 15-hour provision and 30-hour provision. Monitoring showed welcome displayed in languages represented at school. Children with an additional language learn together and are very inclusive. One child was seen having a conversation in their home language and then translating this into English for another friend. EAL pupils leaving the school made very good or excellent progress. Parents/ Carers and pupils gave positive feedback in the end of year questionnaire. All parents said their child was happy and had made good progress.
Pupils eligible for Early Years Pupil premium who do not have other additional needs will make better progress than their peers.	Children are entering Nursery below age related expectations	-To trial use of WellComm screening tool -Implement 'WellComm intervention group -Implement Lift Off to Language intervention for 2-year-olds -Implement Lift Off to Language intervention for 3–4-year-olds -Use Alternative and Augmented communication strategies as required -Implement key and extended vocabulary for pupils related to themes and continuous provision -Read daily	Pupils make above expected progress in language acquisition (I can communicate with adults and children)	July 2026 Lift off to Language intervention is embedded. WellComm tool is embedded to baseline and support intervention groups using the big book of ideas. Children are re-assessed to monitor progress. EYPP pupils made +0.70 points progress above expected but not as much as non-EYPP peers so the senior teacher has been given responsibility for EYPP for 2026-2027. Alternative and augmented strategies have been identified and are starting to become embedded. This needs to be extended to outside provision. Key text have been identified and new reading nooks have been purchased to further improve the environment.
To increase parent/ carer engagement and understanding of age-related expectations.	Period of few parent/ carer events An increasing number of families are accessing the Nursery larder	-Implement plan of parent/ carer events including reading/ stay and plays/ singing -Regularly replenish larder using benefactor funds; monitor and supply required goods e.g. cleaning, toiletries -Support families with crisis fund as required -Offer a series of 'workshops' supporting age related expectations e.g. toileting	Positive verbal and written feedback (pupil/ parent/ carers)	July 2026 33% parents/ carers attended the reading event (Feb '26) 56% parents/ carers attended MADGE stay and play day (March 26) (up from 46% in 2025) 47% parents/ carers attended the FUDGE stay and play day (June 26) (Up from 37% in June '25) Leaflets and curriculum documents are shared at parent/ carer events. The larder has been well used this year regularly by a small number of families and also by others periodically. A request sheet has been added for specific needs. Parents/ carers have attended reading/ stay and play/ consultations and celebration events. Feedback from the end of year questionnaire was overwhelmingly positive with all parents saying their child was happy, safe, made progress and they would recommend the Nursery to other parents/ carers. A family support worker has been appointed to strengthen the offer for families for 2026-2027.