

Equality Plan 2021-2025

OBJECTIVE	TARGET GROUP	LEAD	ACTION	TIMESCALE	SUCCESS CRITERIA	PROGRESS
To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum (see also accessibility plan and EYPP strategy plan)	SEND	KM	<ul style="list-style-type: none"> All staff to be trained in Team Teach (TT) (this has been put on hold due to COVID-19 and staff will reflect with the LA on its future application) 	December 2021	All staff trained and confident in using TT; TT plans written for specific children; children feel safe and secure; fewer harmful incidents recorded	<p>September 2022 Team Teach qualifications have lapsed with a decision made not to renew these. Staff are focusing on the use of distraction and de-escalation techniques and the use of the least restrictive 'hands off' interventions.</p> <p>Children are safely restrained only when there is no other option and it is with the aim of keeping them/their peers/a staff member safe.</p>
			<ul style="list-style-type: none"> Extend our use of PECs 	Ongoing – as required by each child in relation to their SALT Plan	Children increasingly confident to communicate	<p>September 2022 PECS is used with children across nursery as appropriate and as directed by the speech and language therapist. Staff liaise with parents/carers in an ongoing way in relation to progress and ensuring consistency between home and nursery.</p>
			<ul style="list-style-type: none"> Audit provision and add to or make adaptations to facilitate access for all 	On-going	Environment increasingly accessible for all children	<p>September 2022 The school grounds, classrooms and corridors remain accessible to all.</p>

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			children and specific to yearly cohort		regardless of mobility/disability	Alterations and adaptations are made in an ongoing manner in response to the needs of the children, e.g. we have a child with VI and children who are wheelchair users.
			<ul style="list-style-type: none"> Key staff to attend SCERTS and implement accordingly to support ASD (autistic spectrum disorder) 	July 2022	Children on the AS (autistic spectrum) have become more competent in Social Communication, Emotional Regulation and in Transactions	SCERTS training has been unavailable within easily travelling distance so far. This will be explored further during the new academic year.
			<ul style="list-style-type: none"> Facilitate the training of all staff in basic MAKATON (signs based on the gestures in British Sign Language) 	Ongoing	All staff are trained and are able to use basic MAKATON to support communications with children (SEND, EAL, low on entry C&L). An increasing number of children over time use an increasing number of MAKATON signs to communicate	<p>Feb 22 All staff have now been training in Makaton with the exception of newly appointed staff.</p> <p>July 22 – All staff are now trained in Makaton. This will be reviewed in Sept 22 as we have appointed a number of new staff.</p> <p>Sept 22 – Newly appointed staff have been provided with guidance on basic Makaton signs and training will be accessed on a rolling programme</p>
			<ul style="list-style-type: none"> Relaunch identification of weekly MAKATON signs and other useful signs to 	January 2021	All staff are supported and are able to use additional specific MAKATON signs. An	<p>Feb 22 Weekly/Fortnightly Makaton signs linked to key vocabulary are posted on Tapestry and some parents are posting</p>

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			support activities e.g. sing and sign		increasing number of children over time use an increasing number of MAKATON signs to communicate	their children practicing these at home July 22 The system of posting Makaton signs linked to current themes on Tapestry is embedded. Staff video themselves sharing these signs which demonstrated their awareness and confidence. Feedback from parents/carers demonstrates their children's engagement in these posts as they practice at home.
			<ul style="list-style-type: none"> Relaunch expert TA in MAKATON to deliver weekly sing and sign sessions 	January 2021	All staff are supported and are able to use additional specific MAKATON signs. An increasing number of children over time use an increasing number of MAKATON signs to communicate	September 2022 Weekly Sing and Sign sessions to take place in GR led by NS. Children from RR will also access these sessions as appropriate.
To improve the attainment of boys in reading and writing	GENDER	MA	<ul style="list-style-type: none"> Continue to encourage boys' mark making 	January 2021	All staff are able to recognise teachable moments to increase opportunities for boys to write/mark make; boys' outcomes in writing improve	Feb 22 – Staff are increasing identifying 'teachable moments' and using these to support and encourage boys writing. Focused writing activities take part in family group time in addition to the Talking and Writing Intervention. Lending library now has an additional weekly book review writing/mark

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						<p>making activity which is popular with boys. Termly Pupil Progress meetings will continue to reflect on boys engagement</p> <p>April 22 – specific visitor to conduct ‘Drawing Workshop’ with children</p> <p>September – 2022</p> <p>Above actions and interventions to continue. Date for next ‘Drawing Workshop’ to be identified.</p>
			<ul style="list-style-type: none"> Ensure all areas of provision are boy-friendly 	July 2021	All areas of provision are attractive to boys and an increasing number of boys are accessing areas they would previously avoid	<p>Feb 22</p> <p>Staff review areas of provision informally daily and more formally in weekly planning meetings. Continued developments are ongoing to meet the needs of the children</p> <p>Sept 22 – Room Audits include a focus on boys and staff PMTs include ‘champions’ for boys to ensure this is high on our whole school agenda</p>
To improve the provision for children for whom English is an additional language	RACE/EAL	MA	<ul style="list-style-type: none"> Display useful Polish words in all areas of provision and on fobs 	Sept 2020	Basic Polish words are increasingly accessible in all areas of provision and all staff are supported to use some basic Polish; Polish children become increasingly	<p>Feb 22</p> <p>Polish words are visible in the classroom in addition to visual timetables and Makaton signs</p> <p>September 2022</p> <p>Polish words included on staff fobs.</p> <p>Hungarian parents have been asked to share key</p>

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					comfortable in the environment	vocabulary with staff members; this will also be included on staff fobs. Staff to explore Mandarin/Cantonese key vocabulary as needed.
			<ul style="list-style-type: none"> Ensure all rooms have access to a visual timetable 	In place and adapted as necessary	Visual timetables are prominent in the environment; staff and EAL children are able to use as a reference point for communications	Feb 22 Visual timetables are in place and used daily. In addition 'Now and Next' boards are used to support some children July 22 Visual timetables continue to be used in each room, evidenced in HT observations
			<ul style="list-style-type: none"> Include EAL children in SALT programmes 	On-going	EAL children overtime become increasingly competent in understanding and speaking some English	Feb 22 All children identified as needing additional support are included in C&L interventions July 22 Outcomes for this group demonstrate that they are developing confidence and competence in their understanding and use of English
			<ul style="list-style-type: none"> Improve book selection to reflect languages spoken in nursery 	July 2021	EAL children and parents feel valued and are able to share books in their own language and extend their vocabulary	Feb 22 Books have been purchased and are available. This is an area which will be developed further July 22 This area will continue to be monitored over the next academic year to ensure that

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						books meet the needs of EAL children's home languages
			<ul style="list-style-type: none"> Improve the selection of multicultural books and resources 	July 2021	Children and families feel valued, recognise resources and information about their own cultures and extend their vocabulary and confidence to talk about their culture	Feb 22 A range of resources have been purchased to link with the variety of cultural celebrations children engage in. Parents are also posting family engagement in a range of celebrations. We will continue to review our books to ensure they reflect the cohort in addition to a range of cultures July 22 We will continue to monitor to ensure books meet the needs of home languages of children over the next academic year
Develop cultural activities and ensure they are embedded and reflected across the curriculum	RACE/ CULTURAL	MA	<ul style="list-style-type: none"> Liaise with parents of children from other ethnic groups to learn about their cultures and how they may celebrate key festivals and ensure all planning includes opportunities to celebrate other cultures 	July 2021	Children and parents from other cultures feel valued; all children begin to understand a little bit about how other people celebrate	Feb 22 We have identified a member of staff to lead on this area and she is gathering information from families. This is an area to develop further Sept 22- A full programme of cultural activities is in place to support children's cultural capital. Citizenship is an area for development in the SIP for this academic year
To promote understanding of	ALL	KM MA		September 2021	Children develop empathy for others and	Feb 22 A range of inclusive activities have been reinstated and

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and respect for differences and reduce any possibilities of 'bullying'			<ul style="list-style-type: none"> Relaunch opportunities for further opportunities for inclusion 		begin to appreciate one another's similarities and differences	children engage in these regularly July 22 Inclusive activities are embedded into our curriculum in addition to the delivery of the KidSafe UK programme
			<ul style="list-style-type: none"> Deliver Kid Safe 	Ongoing	Any possibility of 'bullying' is reduced and children know what to do if they feel they are being 'bullied'	Feb 22 KidSafe UK programme delivered annually and is shared with parents. In addition the U Think You Know – online safety programme is shared with parents via Tapestry July 22 The full programme has been delivered over this academic year and is embedded in our school practice
			<ul style="list-style-type: none"> Embed the use of 'Conflict Resolution' 	Sept 2020	Staff deal with conflict issues between children through the conflict resolution method; some children begin to be able to use talk and negotiation to resolve conflict	Feb 22 Learning Walks and informal drop in's evidence that conflict resolution is being implemented by staff when required Sept 22 – Conflict resolution principles will be shared with newly appointed staff as part of a whole staff refresher session this term
To broaden the resources we have to support children's understanding of	ALL	MA/KM	<ul style="list-style-type: none"> Revisit ECERS (early childhood environment rating scale) and audit 	Dec 2020	Audit completed; areas for development identified and resourced appropriately	Feb 22 ECERS forms part of the Learning Walk documentation. This is an

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diversity, equality, gender and age			provision in relation to this area			<p>area which will be explored further</p> <p>May 22 – ECERS continues to be embedded in HT/room leader scrutiny</p> <p>Sept 22 – Room audits based on ECERS have been conducted and associated action plans developed</p>
			<ul style="list-style-type: none"> Ensure displays promote diversity in terms of race, gender and ethnicity 	July 2021	Displays increasingly promote diversity	<p>Feb 22</p> <p>Displays represent our current cohort of children and families and staff take opportunities to promote race, gender and ethnicity through stories, discussion and celebrations. This is something to be explored further by making a wider range of materials accessible to children</p> <p>July 22 – A range of resources to support children’s engagement with cultural celebrations have been purchased and used throughout the academic year. We have established a programme of cultural celebration events with children have actively engaged in, in addition to our embedded inclusive practice in school</p>

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To develop further the emotional wellbeing and involvement (WBI) of all children	ALL	MA	<ul style="list-style-type: none"> Embed the WBI screening and analyse termly, making appropriate adjustments to resources and the environment 	Sept 2020	WBI screening is completed at least termly and more often with children demonstrating low WBI; actions are put into place to improve WBI	<p>Feb 22 WBI screening is now completed for the classroom and separately for FS. Outcomes are discussed termly with HT and room leader in addition to the weekly room planning meetings. All staff have recently taken part in a refresher twilight session.</p> <p>July 22 – Full analysis of WBI screening has taken place throughout the year, including the WBI in FS, with associated actions.</p> <p>Sept 22 – plans to develop this further this year to include monitoring any link between high levels of WBI and higher levels of COEL – Creative and Critical Thinking</p>
To develop community cohesion and respect for the elderly in our community	ALL	MA	<ul style="list-style-type: none"> Relaunch links with and make regular visits to a local community home for the elderly Support children in developing relationships with the older generation 	December 2021	Children look forward to sharing activities with the elderly and they demonstrate self-confidence in doing so; Children begin to value and develop empathy for the older generation	<p>Feb 22 Links with the community continue to be developed Home Start, The Puddle, Culture Warrington – Library and Museum. Plans are in place to invite Westvale elderly residents to nursery to celebrate the jubilee so this will be explored further in the near future</p> <p>July 22 – As a result of COVID we have not been able to re-establish these</p>

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						<p>links yet. We have however developed our links with the community through the Queen's Jubilee Celebration. Other community events have included visits to the library, theatre and museum as well as establishing a termly visit from a local potter.</p> <p>Sept 22 – When possible we plan to re-establish links with Westvale with a termly visit/celebration event as part of our SIP target focusing on citizenship</p>