



St Werburgh's Park Nursery School Equalities Action Plan 2020-2023

Key:

General Inclusion
BME/EAL
SEND
Gender

Area to be addressed	Possible actions to achieve it	Review and Updated actions	Staff deployed	Cost
Develop teacher's use of the Language Screener to identify specific language needs to enable a rapid and robust response.	<p>All "Focus children" will have a language PLOE.</p> <p>Develop a system that is robust in its consistency, to prevent children "missing" an assessment due to absences or different attendance patterns. (Mandy and Lucy to meet first Wednesday of each month to review list)</p>		MK LF	
Review systems of communication with all parents/carers (especially in the current situation). Ensure it is accessible for all and fit	<p>Introduce "parent Communication" boards outside the classrooms. Regularly review what is included.</p> <p>BM to research a text messaging service</p>		MK Whole staff input	

<p>for purpose.</p>	<p>to communicate with parents.</p> <p>Move to email communication between parents and admin.</p> <p>Consider ways of building face to face relationships with parents whilst restrictions are in place.</p> <p>Head teacher/Assistant head teacher to be regularly available at the start and end of the day.</p> <p>Consider how to promote the work we are doing to develop our inclusive practice e.g. display, information on website, fb page.</p>			
<p>Develop the knowledge and understanding of curriculum leaders to use the language screeners to identify language needs within their curriculum subjects and how to plan for these gaps.</p>	<p>Plan time for Curriculum leaders to analyse the language screeners and identify key skills that relate to their own areas.</p> <p>Create individual curriculum proformas to support leaders to monitor language development related to their curriculum areas.</p>		<p>LF</p>	

	Curriculum leaders to plan strategies in response to outcomes of Curriculum analysis related to CAL needs.			
Improve representation of target groups within the school: Staff and Governing Body.	<p>HT and AHT to approach individual parents to encourage them to join the Governing Body.</p> <p>Governing Body to actively consider ways to invite members of our community to join the Governing Body.</p> <p>Develop a “buddy system” to support new Governors to be confident in their roles.</p> <p>Ensure adverts for vacancies are appealing and make clear that applications from identified groups are welcomed.</p>		MK CoG	
To develop a space for safe and honest dialogue for staff when discussing all issues of inequality, with the intention of developing ways to close these gaps.	<p>Well-being group to plan “social” events whilst adhering to government “covid” guidance to help build relationships between staff team and new staff members.</p> <p>Develop a team approach to peer review work: build team relationships, create space for open and honest dialogue re</p>			

	<p>practice linked to promoting equality in the classroom.</p> <p>Dedicate specific times during staff INSET/meetings where it is made clear that a supportive approach will be taken with all colleagues.</p> <p>Provide the opportunity for extra supervision for staff members who may wish to discuss concerns linked to quality further in a confidential space.</p>			
<p>To diminish the gaps in “Expressive Communication” for identified target BAME groups.</p> <p>Based on 18/19 CAL data: Cohort Exit: 86% in line APKN: 89% in line BCRB: 60% in line Boys: 77% in line</p> <p>Impact on UW outcomes: Cohort: 75% BCRB: 60% BSOM: 58%</p>	<p>Identify gaps rapidly at Baseline assessment.</p> <p>Monitor and review progress at each data capture point.</p> <p>Discuss individual children at Pupil progress meetings.</p> <p>CAL to produce data analysed to illustrate the progress/gaps of identified groups to enable discussion and response to occur.</p> <p>Work with all Curriculum leaders to identify progress/gaps of language skills</p>		<p>MK LF</p>	

<p>APKN: 75% Boys: 77%</p> <p>19/20 midpoint CAL: Cohort: Speaking: 57% in line BSOM: speaking: 29% APKN: Speaking: 40% Boys: Speaking: 49%</p>	<p>specific to their Curriculum areas. Plan ways to amend approach to support children to make progress.</p> <p>Use the Contingency Curriculum work to offer extra support to children who have been identified as needing “catch-up” support.</p> <p>Set up a system of direct communication with “harder to reach” families to support engagement with home learning opportunities e.g. weekly phone call, activities planned that are easily accessible at home.</p>			
<p>Use of the “Focus child” approach to ensure no child is “invisible”. Reflect as a team to ensure BME/EAL does not delay SEND referrals.</p>	<p>HT and AHT to monitor LD’s and development of new assessment system to ensure class team are considering progress and appropriate next steps.</p> <p>HT and AHT to follow up on children not making appropriate progress.</p> <p>SENCO to ensure rapid referrals are made if children make “slower” progress.</p> <p>Provide home learning resources for</p>		<p>MK LF</p>	

	children identified as needing to diminish the difference.			
Plan strategies for supporting/engaging with BME families in particular if “home learning” is needed (lockdown/quarantine needs)	<p>Set up a system of direct communication with “harder to reach” families to support engagement with home learning opportunities e.g. weekly phone call, activities planned that are easily accessible at home.</p> <p>Build a parent/carer consultation group to support with ideas for reaching/communicating effectively with families.</p>			
Consider the use of positive images to ensure all children relate to their environment. Consider resources available in the local community.	<p>Review core books used. Plan to purchase more books that portray positive images.</p> <p>Build in regular learning Walks to review images used in rooms.</p> <p>Plan times throughout the year to review the environment with focus on positive images.</p> <p>Create resources using images of the children in the class e.g. visual</p>			

	instructions, simple shared stories, area signs.			
Work together as a staff to encourage self-reflection to recognise and then challenge personal bias. Create a safe place for honest dialogue when considering these biases and finding ways to overcome them.	Plan INSET work on having time for deep reflection. Link to ACT therapy work. Provide reflective reading/films/links with parent/carers to stimulate this process. Provide opportunity for extra supervision for staff members that may need further support. Continue to develop staff team relationships to enable a safe space to reflect honestly. SLT to model open and honest reflections.			
Re view and re-write the Nurse's Equalities statement. Ensure this is shared with the whole school community. Consider the most effective ways to do this.	In response to the above reflection work, review the current Equalities statement and re write as necessary. Review the Equalities Policy and ensure the Equalities statement is reflected in it. Produce a new statement. Consider how		MK LF Whole staff input	

	<p>to ensure this is shared with the whole school community.</p> <p>Consider how to gain feedback about the statement form identified groups in the school community.</p> <p>Build a parent/carer consultation group to enable feedback and support from the community.</p> <p>Respond to feedback, putting specific actions in place to improve and be as inclusive as possible.</p>			
<p>Develop key skills/strategies across the Nursery school: Attention Bucket, Workstation, use of visuals and sensory diet.</p> <p>Ensure staff understand when to use these strategies and when not to and that they are confident to do so.</p> <p>Ensure a consistent approach across the school.</p>	<p>Complete The SEND handbook with chapters on each of these key identified strategies. Ensure all staff have access to the handbook for reference purposes.</p> <p>Aga and SENDCO to monitor and provide feedback/advice regarding the use of these strategies.</p>		<p>SENCO AM</p>	

<p>Develop the role of the SENDCO Support. Develop her role as the person who offers consultation, advice and monitoring of practice.</p>	<p>Plan in times for Aga to observe and feedback to staff re support for SEND children.</p> <p>Consider how to do this without crossing bubbles.</p> <p>Plan key training times (inset/staff meetings) to develop staff knowledge and confidence.</p> <p>Aga to link with the SEND Support roles in other Nursery Schools.</p>		<p>SENCO LF AM</p>	
<p>Develop the use of the Support Plan by staff teams to provide plan for and monitor individual targets. Staff to monitor progress and be able to adapt the targets to enable progress.</p>	<p>Plan time to share new/reviewed support plans with class teams.</p> <p>Monitor team target monitoring.</p> <p>CAL Lead to ensure that SEND children are included on the Language screener/preverbal language screener to track progress.</p> <p>Monitor “Focus Child” weeks for children with identified SEND to make sure that the PLOE’s reflect/ take into consideration the SEND targets.</p>		<p>MK LF</p>	

	Mandy and Lucy to meet the first Wednesday of each month to review children with a language screener and/or SEND targets.			
<p>Year 18/19: there was a 13% gap in CAL and a 16% CAL gap at mid-point 19/20.</p> <p>Reduce the gender gap in CAL by 10%.</p>	<p>Staff to be particularly mindful of the boys identified on the language screener.</p> <p>Continue with the photos of low fluency children, with emphasis on knowledge of the boys on this tracker and what progress they are making.</p> <p>CAL curriculum lead to break down data for the boys group when analysing Language Screener data.</p> <p>CAL curriculum lead to identify boys that are included in more than one targeted group in particular e.g. EAL and Pupil Premium.</p> <p>Boys with low CAL baseline will be specifically tracked at the Pupil progress meeting.</p>		<p>MK LF</p> <p>Curric leaders</p>	

<p>Continue to maintain focus on boys on curriculum specific assessments: maths, reading and language screeners.</p> <p>Reduce the gender gap by 10% cross all curriculum areas.</p>	<p>All Curriculum leaders to identify areas in the language screener that link to specific skills in their areas. Monitor progress with these skills for boys.</p> <p>Curriculum leaders to plan how to support the team in the areas identified through the above analysis.</p> <p>Baseline, mid-point and Exit data analysis to have particular focus on boy's progress across all areas. Respond quickly to identify trends, supporting Curriculum Leaders to adjust their strategic planning.</p>		<p>MK LF</p> <p>Curric leaders</p>	
--	---	--	--	--