



Whitecross Nursery School Equality Statement & Objectives

October 2018

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate discrimination.
- Increase equality of opportunity for all members of our schools community.
- Foster good relations within the school, local and national community.

At Whitecross Nursery School

- We try to ensure that everyone is treated fairly and respectfully.
- We want to make sure that our school is a safe and secure place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.

We aim to make sure that no one experiences less favourable treatment or discrimination because of:

- Their age.*
- A disability.
- Their ethnicity, colour or national origin.
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender).
- Their marital or civil partnership status.*
- Their being pregnant or having recently had a baby.
- Their religion or belief.
- Their sexual identity and orientation.

*Not protected characteristics for the schools provisions.

We embrace our duties:

- To promote community cohesion (under the Education and Inspections Act 2006).
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

To fulfil our aim of providing all children with the opportunity to succeed and reach the highest level of personal achievement, we will:

- Use observation and assessment to identify the next steps in learning for individual children.
- Monitor summative assessment data to improve our provision for groups of children.
- Monitor the achievement data of specific groups of children (see Equality objectives).
- Take account of the achievement of all children when planning for future learning and setting challenging targets.
- Ensure equality of access for all children and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Promote opportunities for all children to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.

Characteristics of Staff

Our school has 17 employees (16 female/1male), 16 are white British, 1 is Pakistani. We would actively support applications for any future posts from underrepresented groups.

We have 2 regular volunteers; 1 male, 1 female.

Characteristics of Children

The large majority start nursery in September, consequently accessing 3 terms of nursery education. However, if nursery sessions are not filled during the autumn term, there may be a small intake during the spring and summer terms and these children will access 4 or 5 terms at nursery. Some children with Special Educational Needs and Disabilities are able to take up some of their sessions in January, therefore accessing 5 terms

Currently 50% of children are summer born.

Number on roll	Sept 2018=71
Gender	boys – 42 = 59% girls – 29 = 41%
Ethnic groups/EAL	Most i.e. 63 (89%) of our children are of White British origin. Of the 8 (11%) from minority ethnic groups, 4 (6%) children have English as an additional language. Other languages spoken by our families are Italian, Lithuanian, Greek, Gujarati, Slovak and Macedonian.
SEN	3% (2) <ul style="list-style-type: none"> • 1 child with cerebral palsy • 1 child with genetic defect and vestibular aqueduct – hearing impaired and developmental delay
Vulnerable children	1.5% (1) child who has Team around the family (TAF) support
Early Years Pupil Premium (EYPP) Children	6% (4) children

Achievement and Progress Statistics – 2017-2018 Cohort of children

92% of children were working within a typical level of development 22-36S/30-50E or above on entry to nursery.

On leaving nursery 100% of children were working within a typical level of development or above that typical for their age.

99% of children made typical or better progress overall, which is outstanding.

79% of children made better than typical progress overall which is outstanding.

Equality Objectives for the period October 2018 – October 2022

To ensure there are no physical barriers for any children or staff.

To raise staff awareness of range of disabilities in present year's cohort of children.

To ensure all pupils are able to access the EYFS at an appropriate level.

To ensure differentiation is in place.

To continue with POMs to monitor the well-being and involvement of all children.

To continue to use ECAM monitoring tool with children who may need interventions to improve their physical development.

To ensure all interventions for children with additional needs are targeted appropriately in line with school procedures and that appropriate support from external agencies is requested.

To ensure all school trips take into account children with additional needs.

To ensure that in the course of planning for the following year, arrangements for both staff and children take account of all additional needs.

To make information more easily accessible for all parents.

School website/information sent out may need to be translated into other languages.