

Hetton Lyons Nursery School: Single Equality Action Plan

Action Plan 2016 – 2020

Priority: Disability			
Action	Impact	Review	Outcome
To collect information on disability both pupils and staff	Does the information gathered improve provision?	Statement children Home visits to collate as much information on children before they start. –forms have been reviewed	Increased information has allowed children to settle quickly
To monitor achievement of pupils by disability.	Examine trends or patterns in the data that may require additional actions. ?	Sept 2018 policies and procedures updated. Assessment system embedded	All staff have an understanding of individual children's needs. SEN children tracking is able to be used to assess impact of resources and performance of staff.
To monitor bullying and harassment of pupils and staff with disabilities.	How do we use information gathered to make a positive difference. ?	Reviewed procedures for parents to access key workers, teacher and head teacher. Staff hand book Do staff understand their role in safe guarding.	Satisfied that parents, carers can speak to staff at any time appropriate to discuss concerns. Procedures detailed in staff hand book about what to do if an allegation is made about a member of staff. Yearly safeguarding training – policies and procedures shared with all staff.
To portray disability positively throughout the school.	Do books, displays, discussions prompt disability positively?	Books and resources added when necessary. September 2017 Resources for hearing impaired provided	Raising awareness of children's understanding of disability.
To raise awareness of disability with all stakeholders in the school.	SEN Governor informed	September 2016- Termly updates with SEN governor	Ongoing
To make the environment accessible as possible to all pupils,	Share accessibility plan with staff and stakeholders. Encourage staff	Reviewed equipment needed for SEN children.	Moving group areas in the environment to meet needs

staff, visitors.	to be vigilant about accessibility.	Review environment to ensure space September 2018 Review small group areas to meet needs of children	
To create an inclusive learning environment for all.	How do we encourage participation from parents/carers in all elements of school life?	Reviewed the needs of the families accessing the nursery. Reviewed frequency of IEP meetings with parents SENDCo in post- review meetings at least termly	SENCo works closely with staff to review environment
Ensure information provided to parents is accessible.	Are staff aware of all formats where accessibility is required? Ie Braille,	Investigate other forms and communication. Investigate multi language text.	
To ensure procedures are in place for the election of parent governors who are disabled.	To recruit interested parents, members of the community etc.	Not applicable at this point.	

Priority: Gender

Action	Impact	Review	Outcome
To collect information on gender with regards to both pupils and staff.	Does the information collected have an impact on provision?	July 2017 Reviewed data termly. Baseline showed good performance across genders.	Ongoing Continue with enhanced provision planning.
To monitor pupils achievement.	What are the trends in the data? What impact on provision?	On-going analysis of data.	Audit of environment to ensure boys/girls were represented equally.
To prompt equality of opportunity of both sexes.	Are both sexes represented equally in all aspects of the school life. Are both sexes given equal opportunity to physical activity both indoor and out door.	Cohort dependant	Curriculum was planned to the individual needs of the children. Practitioners developed skills to use outdoor environment
To monitor sexist bullying.	Is the information used to make a	No issues arisen	Monitoring of bullying is on-going.

	positive difference?		
To challenge gender stereotypical attitudes.	Are attitudes of parents, visitors, staff challenged with regards to gender stereotypes? Do we have procedures in place to challenge these attitudes? Are staff aware of procedures?	Reviewed resources used in provision. All staff are aware of attitudes around gender stereotyping and are available to chat to parents about issues and concerns. Ongoing Reviewing book resources for gender	All resources that children access are non stereotypical to gender. Variety of books/resources-continue to monitor
To create an environment that is welcoming to all visitors.	Is the school accessible to parents and welcoming?	Ongoing Reception is spacious and welcoming	
To encourage parents of both sexes to participate in their children's education.	Do we welcome fathers/mothers to the school? Do we encourage both parents to participate in family learning courses?	Reviewing procedures for parent open nights etc. Reviewing what programmes we run for parents.	Review of parents information sharing- performance management 2016/17 Electronic information sharing Ongoing for 2017/18
To ensure equality of opportunity when recruiting parent and community governors.	To encourage recruitment onto the governing body.	Re constitution of governing body has allowed a greater scope for parents and community governors.	2 parent governors
Priority: Race			
To collect information on ethnicity/race with regards to both pupils	Is this information used to improve the provision?	Soft data collected on home visits Data reviewed data termly	Continue with enhanced provision planning.

and staff.			
To monitor achievement of pupils by ethnicity / race.	<p>Are there trends in this data? How do we use this information to improve provision?</p> <p>Are staff aware of the barriers to learning with pupils from ethnic backgrounds.</p>	On-going analysis of data.	
To encourage participation in all elements of school life of all pupils from ethnic backgrounds.	How do we actively engage with pupils from ethnic backgrounds in all aspects of school life?	<p>Reviewed curriculum for school year.</p> <p>Review the cultural backgrounds of the cohort.</p>	We involved parents in festivals and celebrations. Actively seek parental advice on different customs and celebrations within their own families.
To portray ethnic groups positively	<p>Do we have resources that portray positive images of ethnic groups?</p> <p>Do we have dual language books/ displays/ posters?</p>	<p>Reviewed resources that were available.</p> <p>Reviewed what books we had available</p> <p>Review resources and replace as necessary.</p>	Planning will reflect the interests of children as part of our creative curriculum.
To raise awareness of ethnic and racial diversity.	Do we have a scheme of work that raises awareness cultural events such as Chinese new year etc.	<p>Reviewed curriculum and developed a cultural plan of study for the school year.</p> <p>Planned activities linked to different countries in the world and where children have visited.</p>	<p>Different festivals celebrated throughout the year.</p> <p>On-going.</p>
To encourage all parents to participate in their children's education.	<p>Do we welcome all parents to the school?</p> <p>Do we encourage all parents to participate in family learning courses?</p> <p>Are staff aware cultural barriers with parents such as, English as a second language,</p>	<p>Family learning courses information is shared with all parents.</p> <p>Staff are aware of cultural barriers, at home visit staff are able to identify any difficulties with reading or writing.</p> <p>On going</p> <p>Introduction of facebook page</p>	<p>Not always successful in engaging parents from different cultures. Practical courses have been proved to be more popular i.e. dance and craft days.</p> <p>Share information with staff team about any concerns.</p> <p>Electronic learning journals</p>

To ensure information for parents is available in other formats if required.	Are we aware of what formats can be used? Do we know parents that may require dual language information?	We have reviewed printing information in dual language.	Cost of dual language printing too expensive. Budgeting constraints, resources were very expensive.- direct to LA if needed
To ensure that procedures for the election of parent / community governors are in place.	How do we promote parent governor election with candidates from minority ethnic backgrounds?	All have the opportunity to apply, dependent on cohort	
Priority: age, religion and belief sexuality			
To ensure the correct information is collected on age, religion and belief and where appropriate sexuality with regards to pupils and staff.	Is the information collected used to improve provision?		Collect information in accordance to Sunderland procedures.
To monitor achievement of pupils by age, religion and belief.	Do we use the information collected to improve provision?	Review children's interests. Review the curriculum regularly. Creative curriculum reflects the interests of the children.	When a child is interested in discovering more religious aspects of the curriculum staff support this. Provision of resources allows this to happen. Curriculum meets the needs and the developments of the curriculum. Childrens achievement is in line with age related expectations.
To ensure equality of opportunity in all aspects of the school life.	How do we encourage children to participate?	Review needs and interests of the children on a yearly basis. Review children at a group level i.e age groups. Review of achievement monitored and intervention would take place. Analysis of data termly.	Provision and the curriculum follow the interests and needs of the children and is monitored regularly. Curriculum is planned to meet the needs of the children.
To promote positive attitudes to age, religion and belief.	How do we challenge discriminating attitudes to age, religion and belief?	Review behaviour policy yearly with staff. Review of teaching and learning policy reviewed yearly. Policies reviewed as above.	All staff know how to challenge children's discriminating attitudes. All staff use positive discipline strategies. All staff have a good knowledge of

		.Staff Handbook reviewed yearly	child development to deliver an appropriate curriculum. On-going and appropriate to the children's interest, age and stage of development.
To ensure the resources portray people in a positive and non stereotypical manner no matter of their age, religion, belief or sexuality.	How do we promote this? What resources do currently have? What resources do we need consider?	Review of resources to ensure they are developmentally appropriate and are used to enhance a child's interest. Scheme of work that reflects the interest of the cohort. On-going. School is supportive of all carers and actively encourage parents, granparents, carers into the school.	Resources are readily available and are accessed when a child displays a particular interest in a subject. Staff are aware of planning of festivals and will undertake their own impromptu planning if an interest emerges.
To promote equality of opportunity when recruiting to the governing body.	How do we promote election to the governing body with all parents / carers?	Recruitment follows the Sunderland City Council guidelines.	