

## Equality and Accessibility Plan 2021 -2024

Our priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues and illustrate how we are taking positive action to:

1. Eliminate discrimination, harassment and victimisation
2. Address prejudice and prejudice based bullying
3. Advance equality of opportunity between different groups
4. Ensure accessibility to curriculum and environment for all children

<b>ACTION</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME SCALE</b>	<b>RESOURCE IMPLICATION</b>	<b>MONITORING WHO /HOW</b>	<b>SUCCESS CRITERIA</b>	<b>IMPACT</b>
To support and embed children's understanding of diversity, equality gender and age via: <ol style="list-style-type: none"> <li>1. Ensuring that children experience a range of festivals / celebrations from different cultures over the year</li> </ol>	Teaching staff	July 22	Approx £300 per year	-Head to revisit ECERS audit periodically to ensure resources are maintained -Head to have overview of curriculum to ensure different cultures and festivals are represented - Head to report to Curric and Standards	- Children to experience 6 different festivals / cultures over the year -Website to reflect evidence of festivals celebrated as they are celebrated -Audit indicates that there are sufficient resources to	20-21 - Range of festivals and celebrations from a variety of cultures experienced over the year and represented on websites. Plan for 21-22 in place and resources ordered to support both nurseries Additional artifacts donated by play resource centre May 22- WR re audited; ongoing work re-experiencing festivals and cultures -

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<p>2. To widen the variety of books supporting understanding of the above</p> <p>3. To build up a set of artefacts that reflect different cultures which will support children's curiosity and stimulate discussion</p>				<p>- SLT to monitor the use of artefacts</p>	<p>broaden understanding</p> <p>-By end of 19-20 artefacts relating to different cultures have been purchased</p>	
<p>To roll out Wellcomm screening to every child as per 'Talk Halton' project</p>	<p>All staff</p>	<p>July 22</p>	<p>AHT time to screen / monitor screening</p> <p>Staff meeting/ INSET time to train all staff</p>	<p>AHT to monitor data and ensure that children make progress within screening</p> <p>AHT to report to Curric and Standards via SENCo report</p>	<p>-Each child to be screened 3 times per year</p> <p>-Children who are at identified risk to have support via monitoring and intervention / key</p>	<p>Feb 20- each child now screened x2; interventions plans in place and second screening evidence impact. SLT discussion re use of screening to show vocab widening</p> <p>Lockdown delayed the completion of this project so children were screened twice. However at WR Children at</p>

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				AHT to report to LA via agreed methods	person as appropriate  -Data to show individual improvement	age expected level increased by 6% over the period; Ditton - Children at age expected level increased by 12% 20-21 - WR Children at age expected level increased by 11%; Ditton by 9% Dec 21 - all children in both settings have been screened July 22 - Ditton - 12% increase N2 age expected level; WR - 20% increase in N2 age expected level
To ensure EYPP children have book bags and support them to borrow a book regularly	All staff	On going	£4 per child from EYPP money	-Staff to monitor regularity of children taking books home	Termly data supports an improvement in EYPP children's data for reading, Communication and Language	19-20- Spring data indicates: WR - EYPP children 29% increase inline or above within reading; 25% within CaL Ditton - 6% increase within Reading; 13% within CaL Dec 21 - all EYPP children have book bags July 22 - WR - EYPP 9% increase on track CaL; 14% increase within literacy

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						Dit - EYPP 28% increase on track CaL; 43% increase within lioteracy
<p>To develop children's understanding of the wider community around them and diversity within in via:</p> <ol style="list-style-type: none"> <li>1. Regular visits from older primary school aged children modelling play skills</li> <li>2. 'Diddikicks' sports sessions lead by male role models</li> <li>3. WR - Weekly visits to Brookfield School</li> <li>4. Dit -Visits to local home</li> </ol>	HT / Brookfields teacher/ Barkla fields home	Ongoing	<p>3 Additional person needed to accompany each group</p> <p>Staff meeting time re monitoring success</p>	<p>1 Senior staff to ensure benefits for our children</p> <p>3 HT / AHT to liaise with Brookfield staff re success</p> <p>Staff to discuss impact re our children</p> <p>Children to be asked if they like going and why</p>	<ol style="list-style-type: none"> <li>1. Positive impact on behaviour of specific groups of children - confidence, readiness for school, transition All children have at least 1 visit</li> <li>2. Children relate to positive male role model</li> <li>3. Children are playing and interacting with children from Brookfield</li> </ol>	<p>3). Brookfield report having a positive impact on their children. Our children are enjoying the visits.. This has stopped during Covid</p> <p>2) Diddikicks sessions have had a positive impact on all children. They look forward to the sessions and listen and respond carefully</p> <p>1) Primary school visits are underway This has been beneficial to our children and also the primary children. To be continued next year. Stopped during Covid</p> <p>4) Residents respond well to children singing. Children seem to enjoy experience and being in the community. Stopped due to Covid</p>

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					4. 4 children aware of different needs that adults have and caring for older people	
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<p>To ensure staff are competent and confident in the delivery of PECS to support individual children in communication</p>	<p>AHT</p>	<p>July 22</p>	<p>Ongoing training provided via SALT to KP</p>	<p>AHT to monitor quality, consistency of PECS delivered SALT to support and deliver training as needed</p>	<p>-Child starts to use PECS as per support plan -Childs progress is appropriate</p>	<p>Feb 20 - use of PECS for individual children underway Jan 21- number of staff undertaken visual support training 21-22 - ongoing support for children who require this approach July 22- focussing on the use of communication boards for more children now rather than PECS</p>
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<p>To ensure staff are competent and confident in the delivery of Makaton to support individual children in communication</p>	<p>SLT</p>	<p>July 22</p>	<p>INSET training as delivered by Halton SEN service</p>	<p>-AHT to monitor quality, consistency of Makaton delivered across the settings -SEN service to support and deliver training as needed</p>	<p>-Makaton training is delivered Autumn term -Oct 21 sign of the week is rolled out at staff meetings, communicated appropriately to parents - Inclusive approach to using Makaton throughout the nursery as demonstrated by lesson observations / SLT observations within the nursery -Children start to use Makaton as per support plan -Childs progress is appropriate</p>	<p>Dec 21 - training underway - delayed due to illness -sign of the week goes is focussed on and goes out to parents via Tapestry January 22- training complete. Need to extend the use of Makaton and embed this in daily practice</p>
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<p>To develop staff understanding of sensory integration as a strategy to support children with sensory needs</p>	<p>1 teacher per setting Plus follow up for all staff</p>	<p>May 21 then ongoing over 2 years</p>	<p>1 x 1 day training for each staff member. Costs to be met by LA -staff meeting time to discuss individual children and ways to support - INSET day planned April 22 - 2 hours training for all staff</p>	<p>LA to support re monitoring of the course AHT to monitor SLT to report to Govs AHT to monitor individual children and strategies that will support them vis SEN support plans</p>	<p>-staff understanding of sensory needs and the impact this has on learning is developed and cascaded -sensory integration is used effectively to support children who need this strategy</p>	<p>July 21 - staff have undertaken the training. Staff meeting time to discuss children and approaches next. Dec 21 - developing a more sensory approach has been focussed across the term. Staff meeting time has focussed on this. SEND children are having sensory activities regularly April 22 - all staff have undertaken sensory integration training as part of INSET provision</p>
<p>To add retractable sides to the canopy to support children to further access outdoor learning in all weathers and for children who need time and space for outdoor sensory integration within the session</p>	<p>SLT</p>	<p>July 22</p>	<p>£5242 for 5 panels</p>	<p>Govs to monitor the spending HT and AHT to monitor the use and impact it has for children</p>	<p>Use of canopied area is further extended during windy / vey wet periods</p>	<p>July 21 - canopy installed at WR Dec 21 canopy sides installed at both settings</p>