

Rowley View Nursery School

Equality Objective 2020 21



All Educational settings are required by law to publish an annual 'Equality Objective'. The effectiveness and impact of these strategies will be monitored by the staff working directly with the children and the Senior Leadership Team. Rowley View Nursery School's objective for 2020 21 is as follows; -

'To ensure all children, regardless of race, gender, disability and / or religion and belief, have access to a flexible, bespoke curriculum based on recovery, which promotes emotional wellbeing and resilience'

Action	Impact
To revise the induction process to ensure the safety and well-being of all children and staff • Home visits postponed • Only 1 adult + 1 child to attend 'Stay and Play' sessions in a group of 4 adults • Separate areas designated with appropriate cleaning time allowed between visits	• The revised induction process maximised the safety of all families • It provided an effective alternative transition from home to school • Families felt less anxious about attending • Staff were still able to gather important information and complete necessary paperwork • Staff felt that the children settled into the routine quicker with having a shorter induction process
To consider the appropriateness of the curriculum and the routine of the day • To identify the children's current needs regarding SEMH • To revise the Rhythm of the Day to support current restrictions • To create a bespoke curriculum to support the children's current needs and stages of development	• Children settled quickly into the school routine • Children demonstrate resilience following any changes to routine and restricted access to free-flow play • Curriculum reflects and supports the children's evolving needs regarding SEMH. A focus on the prime areas of the curriculum provided a strong foundation for building children's key skills and knowledge
To ensure the needs of all SEND children are met • Small intervention groups continue with all staff wearing PPE due to size of room • Children in different 'Bubbles' allocated to different times or rooms • Half termly review meetings to take place over the telephone • Children with SEND needs will have an	• Higher level needs children receive a consistent, bespoke curriculum • Parents / carers are well-informed of their children's progress, achievements, targets and next steps in learning • Parents / carers contribute to the setting of the next step targets

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individual target based on their interests within the classroom.	
To ensure the needs of all children are met • Termly Parent Consultations made via telephone to all parents / carers	• All parents / carers are informed and up-to-date with how their child has settled and their progress, attainment and next steps
To ensure home / school communication is consistent throughout the year • Well-being calls for all children isolating • Home-learning packs delivered within 1 day of isolation • Regular calls to parents/ carers from key workers due to parents not entering school • 3 weekly staff rota to ensure all parents see their child's key worker at collection time	• Families well-supported during isolation periods; offers of help to deliver any necessary items or required support for the family • Children had bespoke learning packs to support their 'next steps' • Parents / carers are well-informed
To identify each child's SEMH needs • Personalised activities planned for each child • Activity will be revisited	• Key Worker spends quality time with each child to identify SEMH strengths and developmental needs, to include '3 houses Activity' and 'Sand Play Therapy' • All children to access planned family group time activities to target SEMH development needs