

Bushy Leaze Children and Families Centre
Single Equality Statement
February 2018

Aim

It is our aim to reduce and eliminate barriers to access to Bushy Leaze, and to ensure that everyone can participate in the Centre. Barriers to learning can include difficult family circumstances, disability, language and literacy difficulties and financial hardship. We operate an equal opportunities policy for recruitment of staff, volunteers and Governors.

Principles

Learning and Development

The Centre aims to provide all children with a broad and balanced curriculum, differentiated to meet the needs of the individual child and their preferred learning styles. We endorse key principles that underpin an inclusive curriculum:

- Setting suitable learning targets
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning for individuals and groups of children
- Supporting learning in the home

The Centre will:

- continue to seek and follow the advice of a range of education and health professionals
- purchase resources needed to access the curriculum as and when identified, within limitations of the budget.
- continue to promote high expectations in terms of behaviour, learning and participation through its policies and practices.
- seek to provide resources, including human resources, that enable alternative ways of giving access to experience or understanding for any pupils or adults who cannot engage in particular activities.

Children's Voice

The Centre aims to encourage all children to participate fully in decision making and planning. Skilled and sensitive adults make careful observations of children at play, listening to their ideas and encouraging them to share their own likes, dislikes and aspirations. In this way, every effort is made to enable and support children to express their feelings and opinions, and to value their ideas. Additional resources and strategies are put in place to enable non-verbal pupils to make requests or make their needs and views known. These include Makaton signs & symbols and PECS (Picture Exchange System). 'Tapestry' online journals allow parents and carers to share with us photos and messages about their child's likes and favourite activities at home.

Enabling Environment

The Centre will take account of the needs of everyone with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site. Furniture and equipment will be selected with consideration for the needs of individuals. When appropriate, and on advice from specialist teacher advisors and therapists, specialist equipment and furniture will be provided for children and/or adults. When undertaking Health and Safety audits, access and movement of people around the Centre will be considered. Emergency and evacuation policies and procedures will

support and safeguard everyone, including Personal Emergency Evacuation Plans where necessary.

Risk assessments are undertaken according to need and policy.

Equality Information, Nursery

Bushy Leaze Nursery is fully inclusive. We welcome a minimum of 60 children into the nursery - 30 children on Special Needs placements and minimum 30 children on mainstream placements. Additionally, Bushy Leaze also welcomes children who are entitled to a funded place from 2 years of age. All children learn together in an environment which enables every child to access the curriculum. We have a highly qualified and skilled staff team and high staff ratios throughout the nursery. The quality of our staff and environment are of the highest importance and play a crucial role in all children making very good progress.

Progress and Achievement in the Nursery, 2016/2017

Much time and training was invested this year in making the transition from paper Learning Journeys to Online Tapestry. Whilst we are confident that each individual child had an excellent learning journey with us, recording children's tracking was found to be not as accurate or consistent in this year as in past years due in part to the limitations of the Tapestry software.

Mainstream – 16 boys/13 girls, 8 children whose parents' home language is not English (EAL/bi-lingual).

In all areas of learning, a large proportion of children when they entered nursery, were assessed to be at a stage of development below expected for their age, but the starting points were higher than might have been for the children who had been in nursery as 2YOs*. Over the course of the year, on average across each area of learning, 68% of children made 2 or more steps progress, some as much as 5, and the vast majority of children were in line with the stage of development typical for their age when they entered school. * Of the 6 PP who came as 2YOs, 4 (80%) were inline in every aspect of every subject when they left us for school. The remaining 2 were either inline or in the age band below.

SEN – 22 boys/8 girls/5 EAL

Boys outnumbered girls in this cohort by almost 3:1. On entry, initial assessments indicated that, with very few exceptions, SEN children came into BL with significant developmental delays in all areas. This cohort of children included some with extremely rare genetic conditions for whom research and data gathering is ongoing. 16 were school age by the end of the year, 10 children had EHCPs and 7 of these children went into Special School. On transition into school, mainstream SEN children had made at least good progress from their starting points. For others we were able to celebrate every small step of progress made.

Other vulnerable children

Circumstances and changes in a family's life can cause children to be vulnerable. In such cases our strong key person approach, family support and ELSA (Emotional Literacy Support Assistant), give the child and family the support they need, and children are planned for and observed sensitively and very carefully.

In analyzing the tracking data we are most interested in progress and achievement for this cohort and this year, taking account of each child or group of children's starting points and

needs. With permission from parents or carers, we do also follow children's progress in school. Each year presents a very different picture from the last in terms of the makeup of our cohort. It is not particularly useful, therefore, to compare one year to the next. What we can say about the 2016-17 cohort is that the vast majority of children fell into some category of vulnerability or disadvantage. This is different from previous years and may be an indication of the impact of the 2YO initiative. Of 72 children on role in 2016-17, 63 children (87.5%) could be categorized as vulnerable or disadvantaged. Also, the nature and complexity of SEN is changing, no doubt due in part at least to advances in medical knowledge and care. 2016-17 saw 10 successful requests for EHCP, 2017-18 we anticipate that number to be 17.

EQUALITY targets (2017 -18)

The Centre aims to provide support and guidance to all families with young children, including the opportunity for families to play and learn together.

Bushy Leaze is an Inclusive Centre and an SEN hub, providing support, guidance and SEN expertise to families whose young children (0-5) have additional physical, emotional, developmental or educational needs.

The Centre aims to further improve progress and achievement by:

- Improving the quality of adult interactions and the process & effectiveness of observing and assessing children's learning, progress and achievement.
- Further improving the effectiveness of our environment and practice to raise levels of early literacy for all children

Provision of Information

In order to ensure that information is accessible to all, the Centre will seek to provide alternative formats when requested, including larger text and other languages.