

Bushy Leaze Children and Families Centre
Single Equality Statement
February 2017

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/Partnership Board members.

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.

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. Bushy Leaze also welcomes additional children, currently 14, 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, 2015/2016

Mainstream - 13 boys/15 girls, 7 children with English as an additional language (EAL). 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. Over the course of the year, on average across each area of learning, 80% of children made at least good progress, 25% made excellent progress, and the vast majority of children were in line with the stage of development typical for their age when they entered school.

Significant progress was made in Maths, both in Number and Shape, Space and measures, and in Physical Development. This is due to the focus on maths and outdoor learning in the Centre Improvement Plan.

Children's progress and achievement in the areas of Personal, Social and Emotional development continue to be a strength of the nursery, and children made very good transitions into school.

End of year achievement in Communication and Language, particularly speaking, was good for the vast majority (83%) of individuals as a result of these factors:

- Communication rich environment
- Individual Education Plans (IEPs)
- Differentiated language
- Makaton
- Skilled and experienced staff planning carefully for personalized learning

SEN – 19 boys/9 girls/2 EAL

Boys outnumbered girls in this cohort by 2:1. On entry, initial assessments indicated that, with very few exceptions, SEN children came into BL with significant developmental delays in all areas.

Each child's progress was tracked across the year in all areas of learning. On transition into school, 71% of 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. This year, areas of most significant progress for both girls & boys were Personal, Social and Emotional development, Understanding and Writing. 4 children made the transition into special schools, 11 returned to us for a second year. The remainder of SEN children made good transitions into mainstream schools.

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, 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 make up of our cohort. It is not particularly useful, therefore, to compare one year to the next. The tracking this year, however, gave us a very similar picture to last. Individuals in this cohort of children made very good progress.

EQUALITY targets (2016 -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 in:

- Communication and Language, especially for our youngest pupils in the Centre, by supporting all children using appropriate strategies which will include:-
 - Training staff to be Makaton trainers
 - Embedding the use of the 'WellComm' language assessment toolkit in the nursery and in community pre-schools.
 - Further enriching opportunities for communication through 'Communication Friendly' spaces, including 'Forest School' and outdoor spaces.
 - Staff acting as language champions for children and families.
 - Welcoming vulnerable and disadvantaged 2 year old children in to the nursery.
- Writing, particularly with boys through the 'Boys Writing' initiative.
- Maths, by engaging staff and families in workshops to develop greater understanding and awareness of practical and everyday Maths; developing a range of home learning resources.
- Physical Development, by encouraging effective use of outdoor learning spaces in and beyond the Centre; engaging families in workshops and courses to promote Healthy Exercise and Nutrition; working with other schools and pre-school to promote a Healthy Start.

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.



