

CHAPEL STREET NURSERY SCHOOL Autumn Term 2022

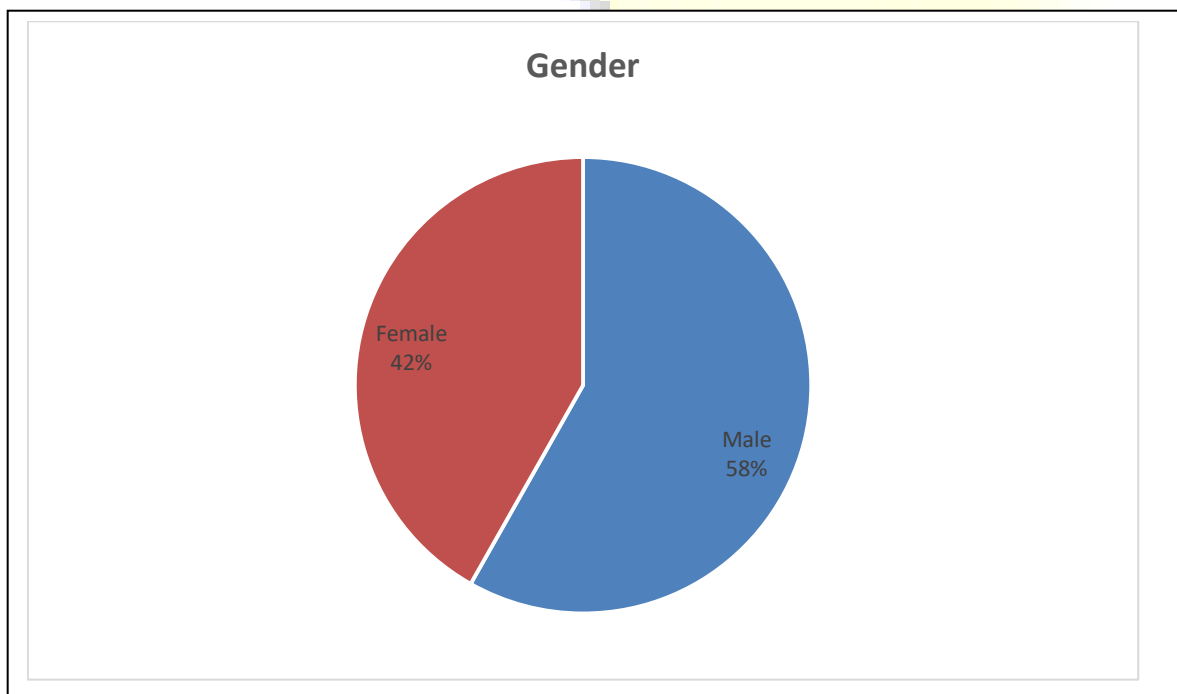
Chapel Street Nursery School has used the following process to assist in identifying some of the barriers to their children in accessing **educational provision**.

Stage 1: Understanding Our School Community – Children

What is the school profile?

- How many children are on roll at the school?
- What information on children is collected by protected characteristics?

Using the SIMs data the following information was available:



GENDER

Number of Girls and Boys at Chapel Street Nursery School as of Nov 22

42% (51) are girls, 58% (71) are boys

Data re % of men and women on Governing Body

Women=57% of Governors are women

Men=43% of Governors are men

Data re staffing of Nursery School

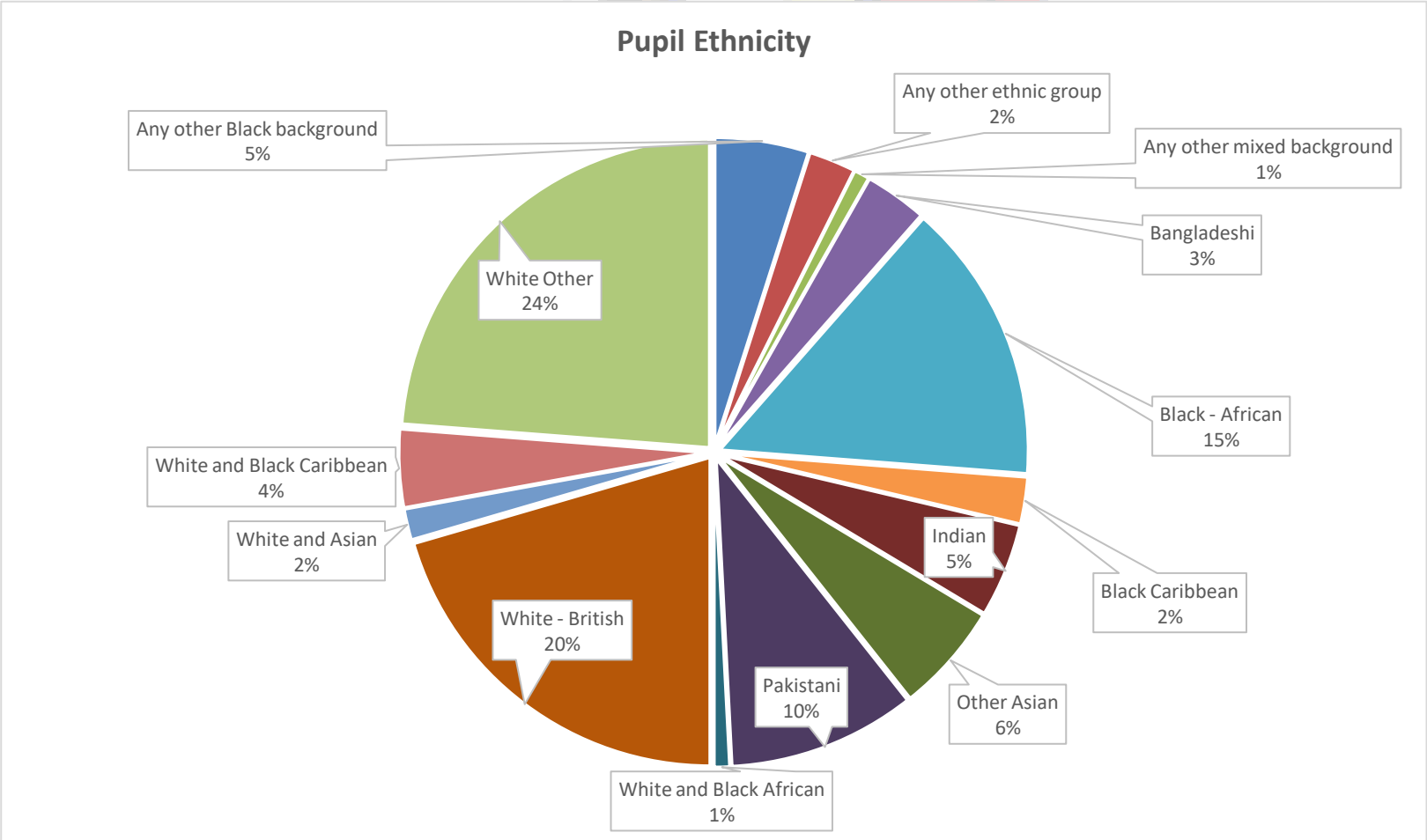
94% are women

6% are men

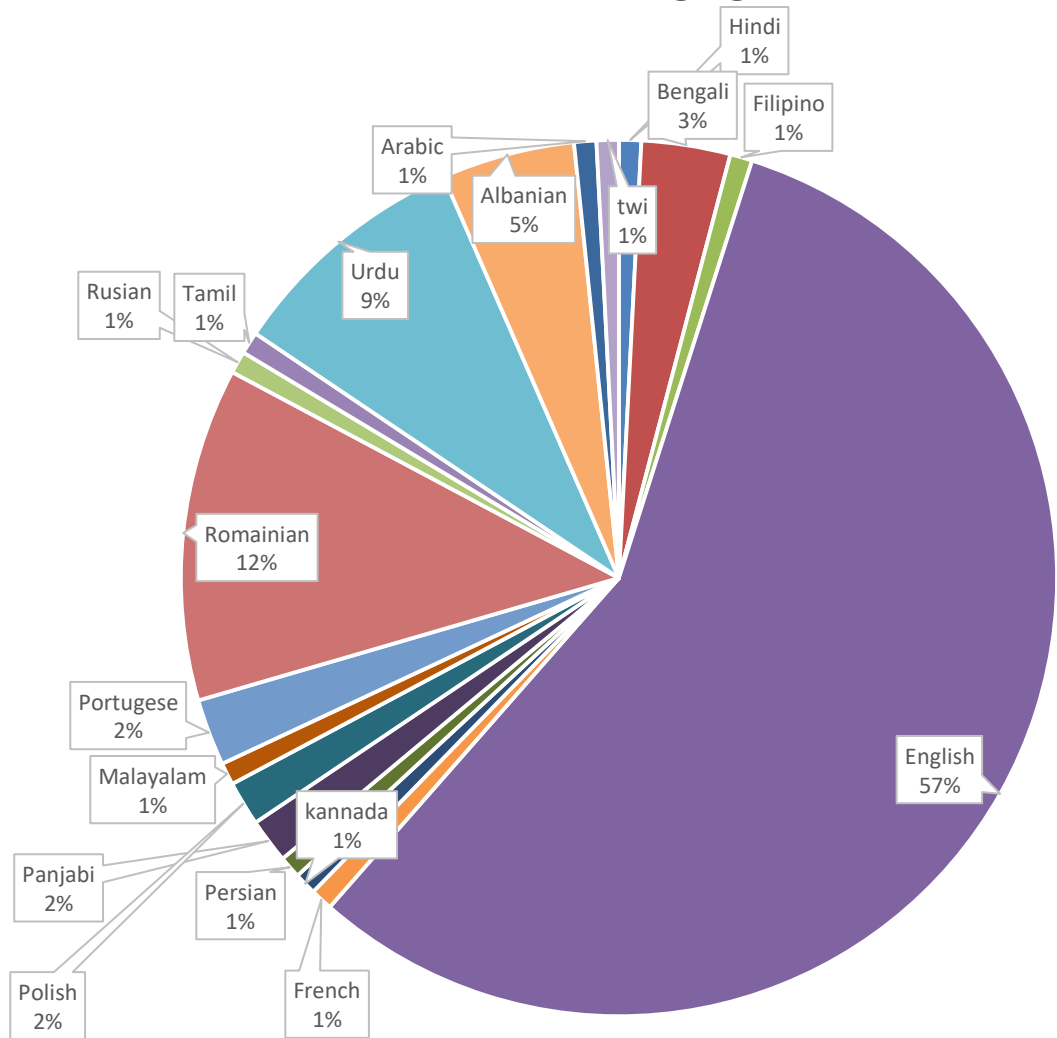
These figures reflect the norm in Early Years education and care, where women make up most of the workforce.

Ethnic minority make up of children attending

Differing from previous years, there is a smaller gap between the number of families who are White other and those who are white British. White other are made up of various Eastern European groups such as Polish, Romanian, Albanian etc. Our second highest ethnic group is Black African at 15% with the third being Pakistani at 10%. Altogether the school has 14 different ethnic groups. This is consistent with last year but less than in previous years. Due to the diverse culture in our local area, most people expect to see children with all kinds of cultures working and playing together.



Home Language



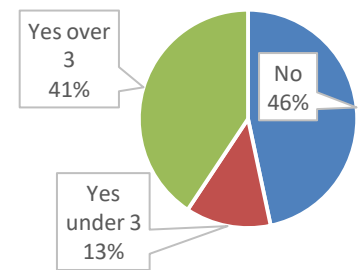
As can be seen on the left, we have 18 different languages spoken at Chapel St which is a decrease on last year. The number of children whose home language is English has increased this year from 52% to 57%. After English, our most spoken languages are Romanian at 12% and Urdu at 9%. 5% of children speak Albanian which has been much higher in previous years.

Having so many languages brings its own challenges when children start with us, as it may be difficult to translate our handbook and contract into every language for the parents. It also makes it harder to settle the children in. Sometimes only 1 family member will speak a particular language, which makes it hard for them as they can be isolated, particularly at first.

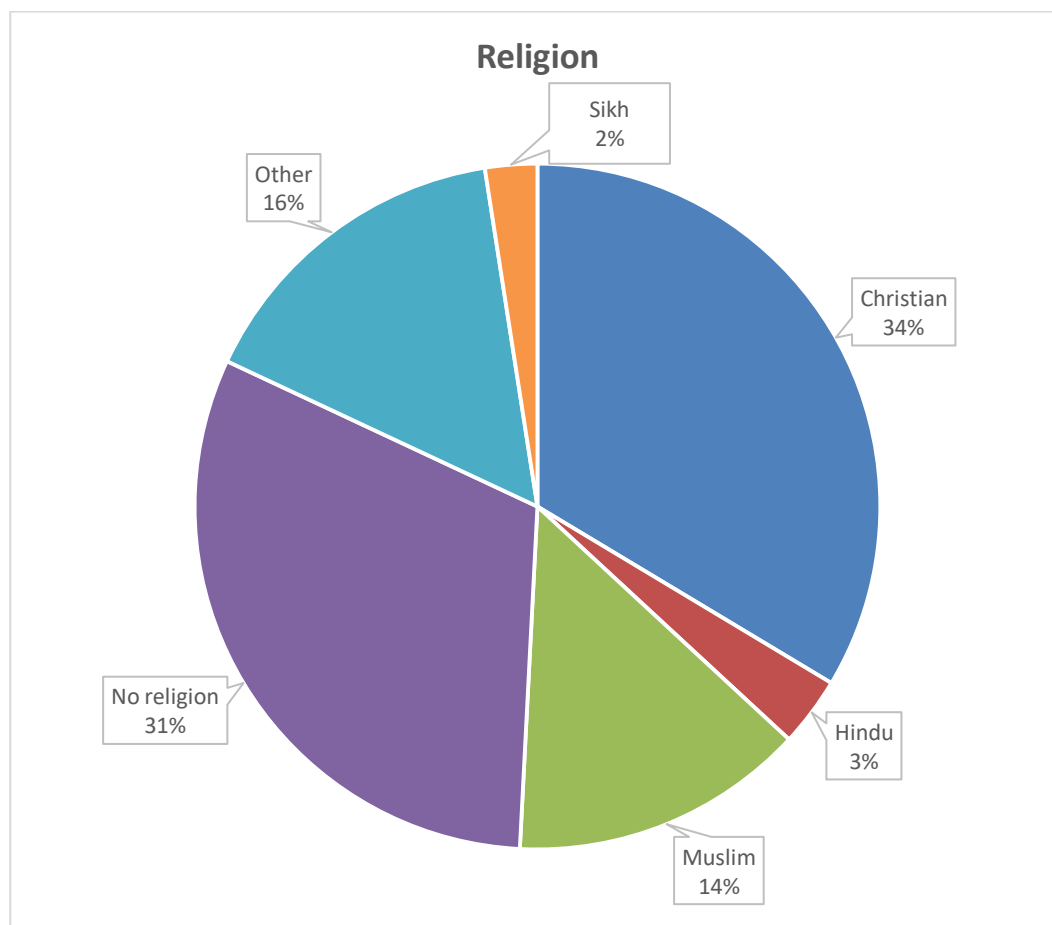
If there are 2 or more children who speak the same language, we will try and put them in the same class, to enable friendships to grow between the families.

We have some staff who speak other languages and we use their skills to support communication. We also use signing with the children to help them communicate their needs.

English Second Language



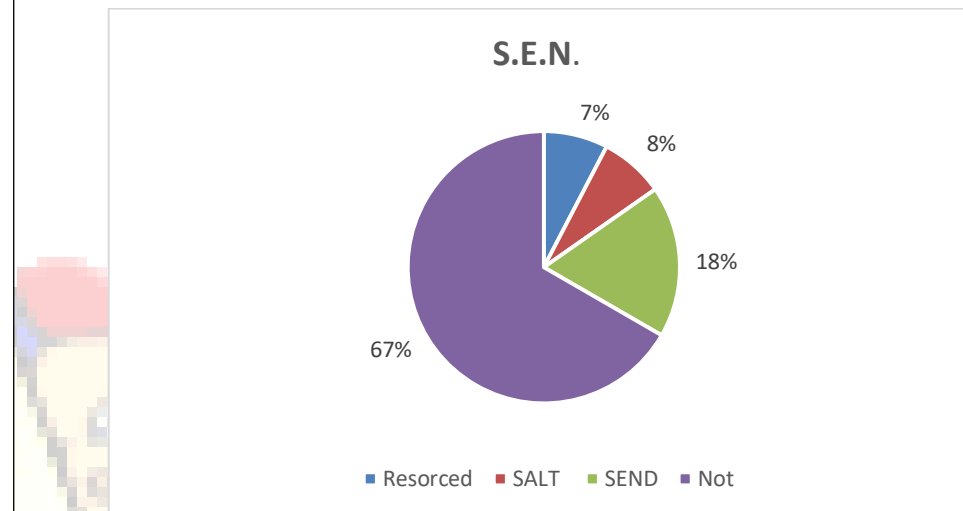
Religious Beliefs



As can be seen, we have a mix of religious and non-religious beliefs. We celebrate festivals from many faiths throughout the year so that the children get to share the enjoyment of celebrations with all their friends.

We are one of Luton's resourced nurseries and receive funding to support the needs of up to 20-part time children with severe and complex special needs. In September 2022 we have 7% of our children resourced which translates to 12 children using 15 spaces. We are still waiting for several children to be awarded a resourced place through a new and improved system led by the nursery school head teachers. We also have children whose educational need is not severe and complex. These children are receiving interventions put in place by our SEND team. This figure has risen slightly to 18% from this time last year.

Staff are trained to be able to support the children with SEND and our special needs co-ordinator keeps an overview of the children. Extra support is available in the form of speech therapy, attention group, signing support, story boxes, pictorial timetables, language skills group, Tac Pac, Attention Group and any other help we consider necessary. Children this year have access to The Meadow which is a specifically designed room for children with severe and complex needs.

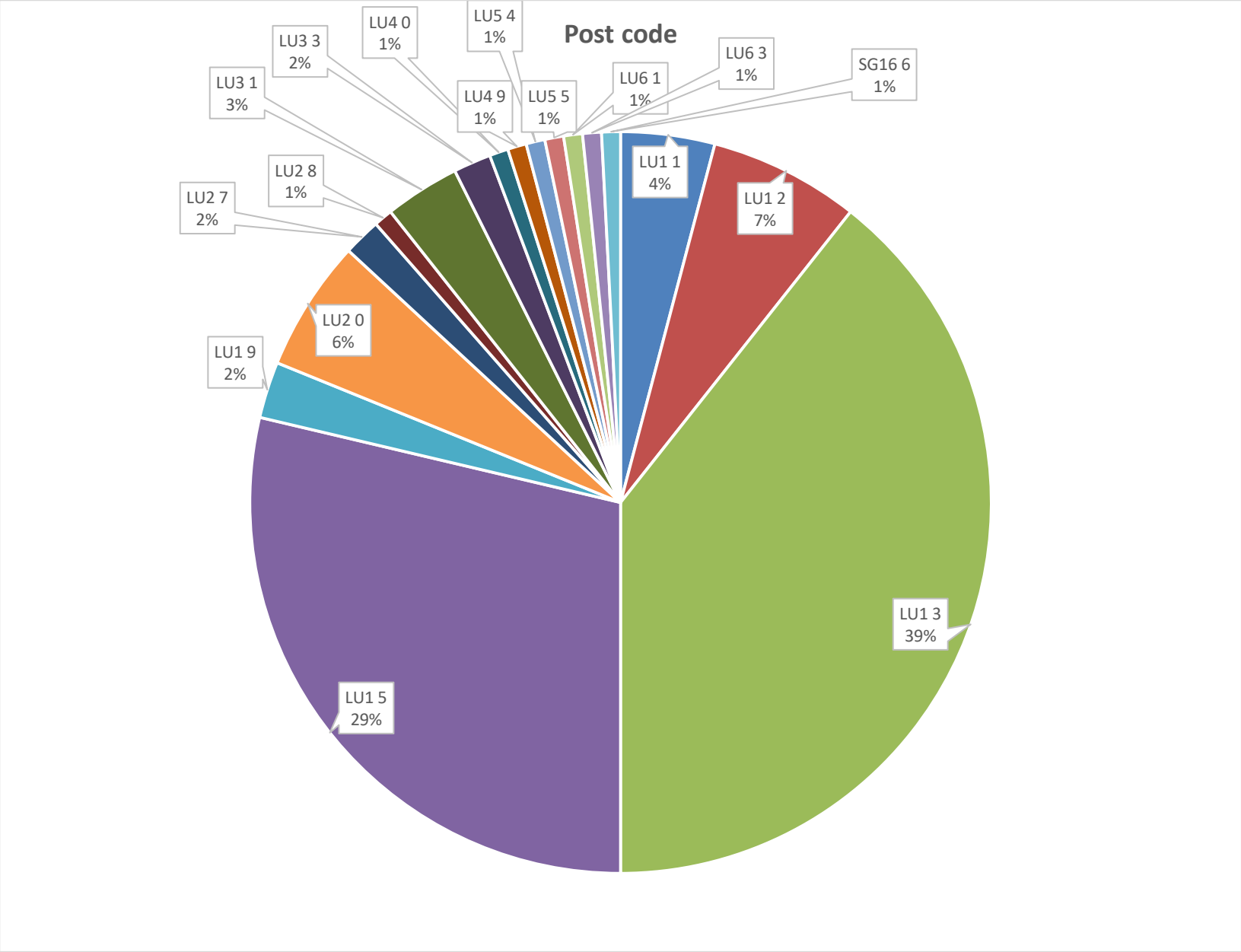


Limited Information was available on the following protected characteristics:

Gender Reassignment - The school does not have any information on whether any of the parents had reassigned their gender, except through informal means.

Sexual Identity - The school does not have information on whether any of the parents are identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked, except through informal means.

We have good relationships with most of our parents and believe that they would share this information if they were either LGBT or had reassigned their gender. At the moment, we have one set of parents who have shared this information with us.



Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for children and families in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions

Attainment

Equality Objective: To raise the achievement of children who are entitled to the Early Years Pupil Premium

Why: Part of our remit is to do this work to support these children in whichever way will help them to achieve as well as all other children.

How: an individual approach will be taken to meet the needs of the children, but one of the best ways of helping the lowest achieving children is by developing their expressive and receptive language skills, so that they can express themselves, listen to others and decode what is being said.

We will: provide speech therapy for those who need it; support children's listening skills in "attention group" sessions; create a language rich environment with lots of stories, songs, rhymes and exciting activities; use puppets, dressing up and Language Rich Story Box and Chatter Bags to support learning; record children's progress so we can provide relevant activities at a suitable level; support parents in helping their children by sending books home for them to share with their children; have sessions for parents to stay at nursery and join in activities or share a book with their children; provide information sessions for them to learn how to support their children. We provide experiences for EYPP children that they may not access at home. Please see more detailed information of the use of the EYPP on our website.

Outcome: This work will have an impact on all children, including those who are entitled to the EYPP.

Prejudice Related objective: being kind and thoughtful to each other

Equality Objective: Using Values education and British Values to encourage children to see each other as equals.

Why: At this age, children are very accepting of each other, and play with a variety of children regardless of their age, colour, gender, individual needs. We need to encourage this and build upon it.

How: We have a Values education curriculum which covers British Values and personal, social and emotional development. During sessions, children will consider being kind; their differences and similarities; thinking about sharing and taking turns; raising their own and others self-esteem, celebrating the different festivals of the children attending nursery and so on.

Outcome: To ensure that our positive attitude is imbued in the children, helping them to get on with other people throughout life.

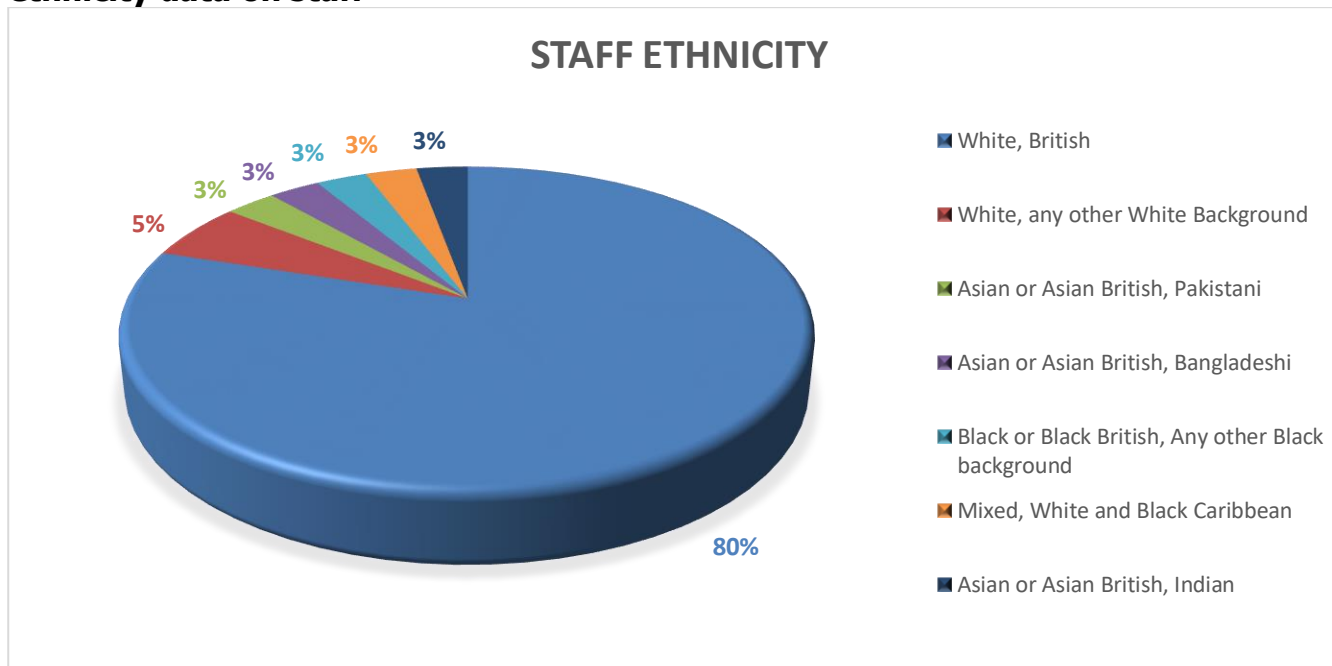
Additional Objectives: Grandparents days

We want our children to have experience of being with people of all ages.

By running Grandparent days we can welcome the children's grandparents into our setting and show them the activities we do with their grandchildren. They may then be able to replicate these at home. It would also be a good opportunity to enlist them onto our volunteer list so that those children without Grandparents could share in the enjoyment of mixing with and relating to older people.

We will engage with our school community to ensure the objectives identified are the best ones for this year based on the data analysis. The equality objectives for our school are shared with staff and Governors.

Employment-ethnicity data on staff



We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

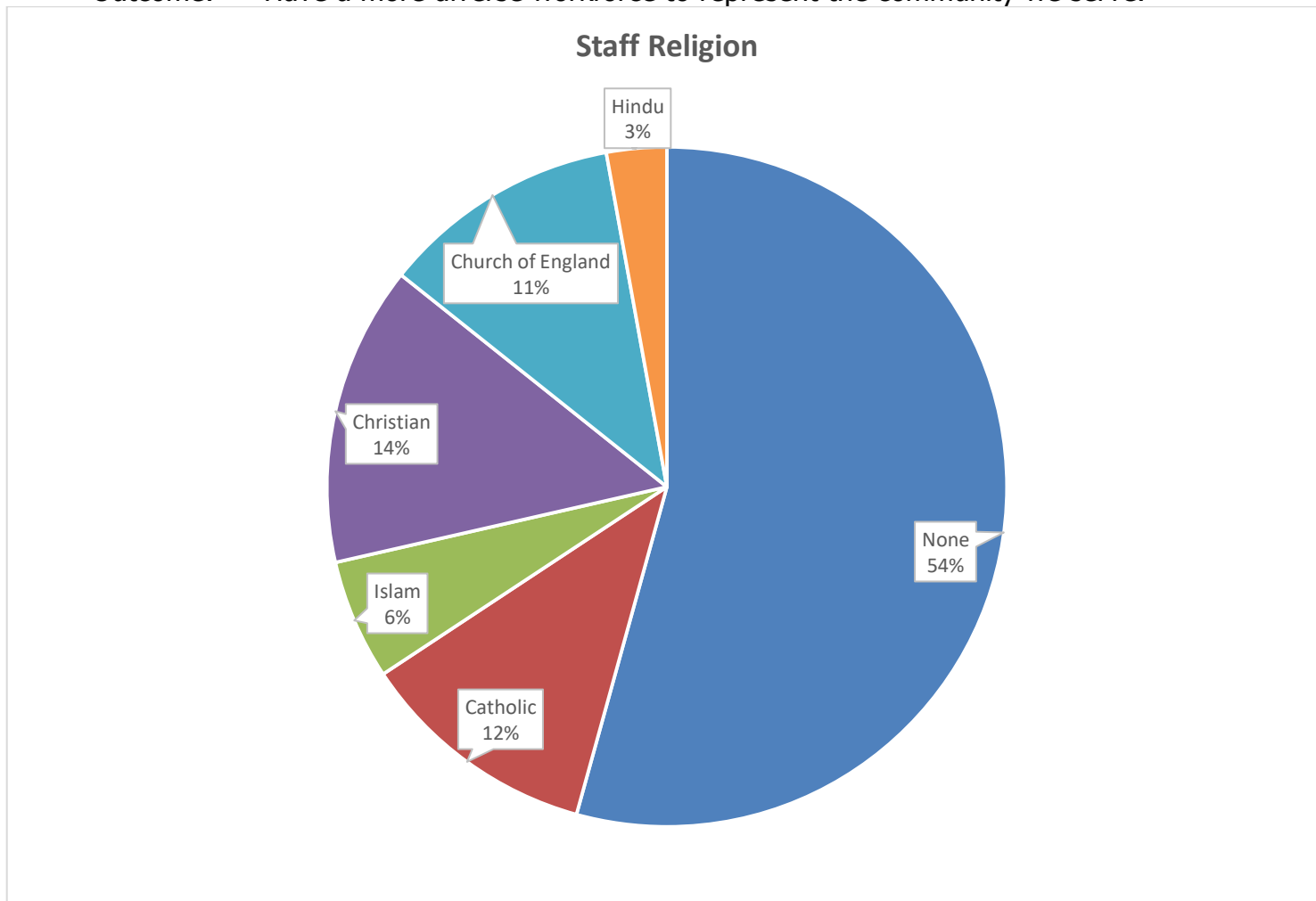
Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We will compare data of children attending nursery with data of staff to see how they match. Where we identify under-represented groups we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.



Staff with disabilities

