

Ludwick Nursery School Equality Scheme

2016 to 2020

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12.10.2016

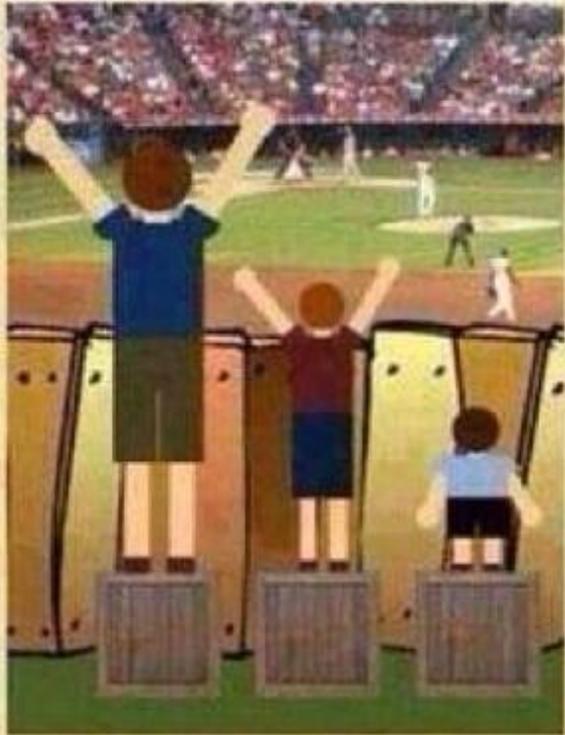
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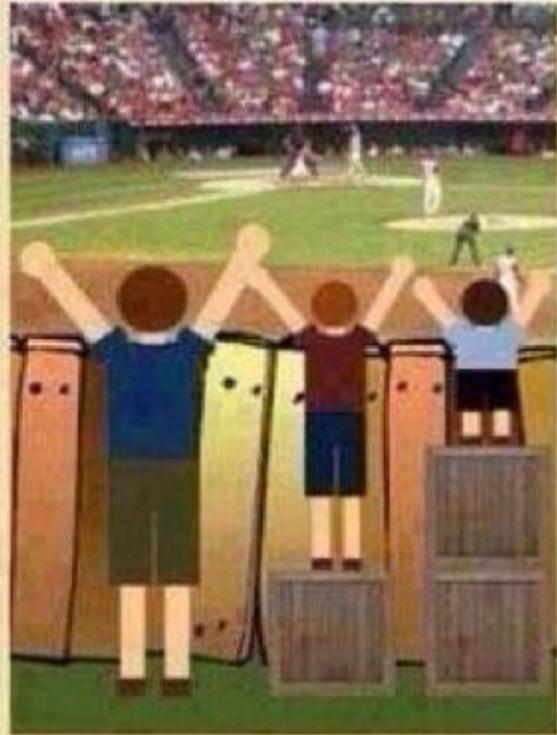
Approved by Governors: January 2016

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Equality doesn't mean Justice



This is Equality



This is Justice

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Vision and Values

Our equality vision and the values that underpin school life

We maintain that each child is equal regardless of race, sex, culture, class, religion or disability. The experiences that each child brings to the nursery will be valued equally. All staff are committed to identifying and meeting individual children's needs positively. We will ensure that every child has equal access to a broad and balanced nursery curriculum. The school has a strong tradition of promoting positive attitudes to special educational needs and disabilities. Children are encouraged to respond positively to the needs of others. We want to give all the children at Oak Tree Children's Centre/Ludwick Nursery School the opportunity to experience every type of activity and interest as it arises in the nursery school, and encourage them to make use of these opportunities.

At Oak Tree Children's Centre/ Ludwick Nursery School we are committed to ensuring that every member of the community feels valued, enabled and enriched. We are committed to the equality of education and opportunity for all children, staff, parents and carers receiving services from the centre, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected to the centre feel proud of their identity and able to participate fully in the life of the centre.

The achievement of children and families will be monitored by according to the protected characteristics listed below and we will use this data to support children and families, raise standards and ensure inclusive teaching, support and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create an environment which champions respect for all. At Oak Tree Children's Centre/ Ludwick Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Core Principles:

In fulfilling our legal obligations we will be guided by nine core principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise, welcome and respect diversity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice, including staff recruitment, retention and development.

Principle 5: We aim to reduce and remove existing inequalities and barriers.

Principle 6: We consult and involve widely.

Principle 7: We strive to ensure that society as a whole will benefit.

Principle 8: We will base our practices on sound evidence.

Principle 9: We will formulate and publish specific and measurable objectives.

School Context

The characteristics of our school

The maintained nursery school has been on its present site since 1986 but has a long history beforehand. Our school is set in the 4th most deprived ward in Hertfordshire. Outstanding Ofsted judgement for nursery school in July 2008 & September 2010 & Dec 2013

Characteristic	Total	Breakdown (number and %)
Number of children	189	46.6% Female (88) 53.4% Male (101)
Number of staff	56	96.4% Female (54) 3.6% Male (2)
Number of governors	11	90.9% Female (10), 9.1 % Male (1)
Religious character	189	26.5% Christian (50); 57.1% No faith (108); 3.7% Muslim (7); 3.2% Hindu (6); 0.5% Buddhist (1); 8.5% other religion (16), 0.5% Sikh (1)
Attainment on entry	Low	84% below typical level of development
Mobility of school population	15	Limited mobility 10.3%
Children eligible for EYPP	36	36.1% (13) Children who stay for lunch (28 places)
Children eligible for 2 YOF	31	45.2% Female (14) 54.8% Male (17)
Deprivation factor	High	IDACI 30% most deprived
Disabled staff	1	1 members of staff disabled (+maternity related)
Disabled children (SEN/LDD)	44	23.2% with EHCP's
Disabled children (no SEN)	0	
BME children	55 29.1%	1.6% Any other Asian background (3), 1.1% Any other Black background (2), 0.5% Any other ethnic group (1), 4.8% Any other mixed background (9), 5.3% Black - African (10), 0.5% Black Caribbean (1), 0.5% Chinese (1), 4.8% Indian (9), 0.5% Italian (1), 1.6% Information not yet obtained (3), 0.5% Other Gypsy/Roma (1), 0.5% Pakistani (1), 0.5% Turkish (1), 62.4% White - British (118), 1.1% White - Irish (2), 1.6% White and Asian (3), 4.2% White and Black African (8), 0.5% White and Black Caribbean (1), 7.4% White Other (14)
BME staff & volunteers	7 11.7%	83.3% White British (50), 5% any other white background (3), 1.7% black or black British Caribbean (1), 1.7% black or black British African (1), 3.3% Any other mixed (2), 3.3% Indian (2), 1.7% Any other black background (1)
Children who speak English as an additional language	22 11.6%	0.5% Twi (Akan) (1), 0.5% Chinese (1), 0.5% Dutch/Flemish (1), 0.5% Filipino (1), 0.5% Gujarati (1), 1.1% Hungarian (2), 0.5% Korean (1), 0.5% Lithuanian (1), 2.6% Polish (5), 1.1% Portuguese (2), 1.1% Romanian (2), 0.5% Shona (1), 0.5% Spanish (1), % Turkish (1), %, Urdu (1)
Average attendance rate	91.1%	Non compulsory so very high attendance considering all factors.
Significant partnerships, extended provision, etc.		Ludwick Nursery School is the lead school for Acorns Teaching School Alliance. Ludwick is the lead agency for 3 children's centres in Welwyn Garden City and operates as an integrated centre with Oak Tree onsite. There is a close partnership with an onsite private provider, Squirrels Day Nursery which provides wrap around care. Welwyn Garden City local partnership/DSPL group
Awards, accreditations, specialist status		Healthy Children's Centre January 2017 ICan Enhance Accreditation March 2016 National Teaching School, September 2015 Lead Agency for Welwyn Garden City Children's Centre Group, April 2015 Ofsted Outstanding in July 2008, Sept 2010, Dec 2013 HQS accreditation 2010, reviewed 2012, 2013, 2014 Gold Inclusion Award Nov 2010 Travel award 2008 & Gold Travel Plan 2011 Staff Gold Well Being Award

Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.*

Protected Characteristics

The Equality Act 2010 protects children from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age (for staff and adult users only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment (for staff and adult users)*
- *pregnancy, maternity and breast feeding (for staff and adult users)*
- *religion and belief*
- *sexual orientation (for staff and adult users)*

Disability

At WGC Children's Centre/ Ludwick Nursery School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of centre to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

Provision for disabled children is closely linked with the existing provisions for children with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

In order to achieve a cohesive community, we strive to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure our teaching and curriculum explores and addresses issues of diversity

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Children's Centre Advisory Board ensures that the children's centre implements this scheme.

Commitment to implementation

Karen James, Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, senior leaders and key staff will report to the Headteacher on actions and progress.

Every term there will be a report on equality and diversity to the Governor's meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Karen James, Head Teacher
Disability equality (including bullying incidents)	Karen James, Head Teacher
SEN/LDD (including bullying incidents)	Karen James/Sally Laflin SENCO
Accessibility	Sue Duglan, Senior Teacher
Gender equality (including bullying incidents)	Sue Duglan, Senior Teacher
Race equality (including racist incidents)	Karen James, Head Teacher
Equality and diversity in curriculum content	Sue Duglan, Senior Teacher
Equality and diversity in pupil achievement	Karen James, Head Teacher
Equality and diversity – behaviour and exclusions	Karen James, Head Teacher
Participation in all aspects of school life	Sue Duglan, Senior Teacher
Impact assessment	Karen James, Head Teacher
Stakeholder consultation	Ria Haley/Sarah Fitzgerald CC Managers
Policy review	Caroline Baines, Chair of Governors
Communication and publishing	Ria Haley, Sarah Fitzgerald CC Managers Liz Rose, School Business Manager

Commitment to review

The school equality scheme will be aligned with the Centre Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually on the school and centre website. This information will include relevant policies and objectives set by the centre.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and children ● Congratulate examples of good practice from the school and among individual managers, staff and children ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult children, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all children, staff and stakeholders ● Ensure that managers and staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies
Behaviour	<ul style="list-style-type: none"> ● Hold line managers accountable for effective policy implementation ● Provide appropriate role models for all managers, staff and children ● Highlight good practice from teams, individual leaders, staff and children ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for children and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and children ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of children and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme

	All staff: teaching and non-teaching will:
Policy	<ul style="list-style-type: none"> • Contribute to consultations and reviews
Development	<ul style="list-style-type: none"> • Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> • Implement the policy as it applies to staff and children
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

All children will:

- Support the school/ centre to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head on how children and parents/carers, staff and the wider school/centre community can be expected to be treated.

All parents/carers will:

- Take an active part in identifying barriers for the school/centre community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school/centre to achieve the commitment given to the school/centre community in tackling inequality and achieving equality of opportunity for all.

The Nursery class and Pre-School operate equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children and families;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the setting, population and local community in terms of the Protected Characteristics, e.g. race and ethnicity, religion and belief, gender, or disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's development and education;
- Encouraging whole centre discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and development

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability family background or socio-economic factors.

Exclusions will always be based on the Behaviour Policy.

We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

Our school/ centre is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, children, parents and others with particular interests in the development of this scheme. We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through questionnaires, discussions, parents forums, children's voice, observations, staff knowledge, participation and relationships with users, professionals feedback, advisory board meetings.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions: parents, children, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Examples of practice that regularly take place:

- Home Visits before starting parents/carers are asked to inform us about their child's ethnic origin, religion, languages spoken or heard, and disabilities.
- Parent handbook
- Questionnaire following transition
- Children's voice questionnaires (before consultation) and photographs in learning journals
- Staff and governors contributions available in meeting minutes
- Herts Improvement Partner termly visits and reports
- Contacts with relevant community and voluntary groups
- SEN family and children meetings
- Regular Newsletters
- Regularly updated Website
- Children's centre outreach work and parental surveys

There will be a stakeholder consultation objective in the Action Plan

Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our children and staff and that diversity, equality and inclusion run through all areas of Centre life.

- We make regular assessments of children' learning and use this information to track children' progress, as they move through the school/centre. As part of this process, we regularly monitor the performance of identified vulnerable groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Children's performance information is compared to EYFS Ofsted expectations and local authority data, to ensure that children are making appropriate progress
- As part of Hertfordshire Quality Scheme our provision was assessed to make sure our range of resources promote a wide range of diversity
- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which we collect through a variety of methods e.g. children's and parents voice.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action

Stakeholder consultation

- Consult with parents from different backgrounds regularly
 - Consult with staff, governors with equality focus
 - Regularly ask children about their perceptions
 - Use findings from local community to impact on practice
-

Our School's Equality Objectives

Key priorities for action

Achievements to date:

Enrichment Group for children with severe communication needs is highly effective in accelerating progress and support for families

Gold Standard Inclusion award (Nov 2010)

I Can Enhanced Accreditation (March 2016)

Parents report that they feel welcome and that children with a wide range of needs feel included

Data supports the view that vulnerable groups enter significantly below age related expectations and having made outstanding progress they leave within age related expectations

Polish and Romanian speaking members of staff and volunteers support children with EAL

High level of visual support in the nursery supports children with speech and language difficulties

Provision for 2 year olds from vulnerable families with high level of need started in Oct 2012

Disability

1. Facilities for staff and children have been considerably improved by improvements to premises to allow much better access for staff, parents and children with disabilities to all areas of the nursery/ children's centre
2. The centre employs staff with disabilities and they are able to participate fully.
3. Children with complex needs are well supported
4. Children with sensory needs achieve very well; the centre is recommended by advisory teams

Gender

1. We employ a full time male member of staff. Dads and other male carers volunteer in the centre.
2. Boys' achievement has improved considerably and is now nearer to girls.
3. Dads feel confident to access parent programmes and learning activities with their children
4. Dads regularly come into nursery to read to children and to support learning

Race

1. Children come from increasingly diverse ethnic backgrounds. We have a full range of resources and events to reflect religious and cultural backgrounds such as International week, Chinese New Year, Diwali and drumming workshops. These enable parents from different ethnic backgrounds to contribute to the setting and present positive images.
2. Parents from all groups contribute confidently to their children's learning
3. Inclusion support staff encourage parental involvement
4. Staff and volunteers from BME groups speaking one or more languages in addition to English

Age

1. Our workforce spans a wide age range and volunteers who are retired come to the centre.
2. Younger students and work experience school students regularly access training at the centre.
3. Parents from all groups contribute confidently to their children's learning

Other – Community Cohesion

1. High level of support from community and governors
2. Global involvement through visitors from abroad

List of equality objectives:

Priority	Protected characteristic	Equality Objective
1 High achievement for all targeted groups	All	Monitor children's achievement by equality plan group
2 Communication accessible to all groups and representative of views of stakeholders	All	Provide information in a range of formats to support inclusion
3 Curriculum provision and policies promote inclusion throughout the centre	All	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability
4 Educational opportunities for vulnerable groups	Gender Race Disability	Monitor and analyse children's achievement in nursery and at EYFSP by gender, race and disability and act on any trends in the data that require additional support for children to accelerate progress
5 Eliminate discrimination	All	Identify and respond to any discrimination as outlined in the Equality Scheme
6 Under representation of male role models	Gender	Increase male involvement in the centre by encouraging dads and other male carers to volunteer and male governors to provide positive role models
7 Inclusive environment for those with disability	Disability	Ensure that children or parents/ carers with disabilities feel welcome in the school/ centre and feel that their needs are met
8 Increase diversity of workforce/ parent reps	Race Gender Age Disability Religion	Employ a more racially diverse workforce – staff/ volunteers/ students Ensure parent representatives reflect the composition of our local community
9 Diverse cultural and religious festivals	Community involvement	Hold events throughout the year to increase children's awareness of different religious celebrations, cultural events in sessions.
10 Support for children with SEND	Disability	Early identification and targeted support for children with SEND who are under achieving in order to accelerate their progress in learning and well being
11 Accelerate progress for children eligible for EYPP	EYPP	Identify eligible children eligible for EYPP and put in place interventions to close the achievement gap
12 Celebrate diversity in the community	Community harmony	All sections of the community accept differences and accept racial equality and promote this to children and families

Ludwick Nursery School Equality Action Plan

Equality Strand	Action	How will the impact of the action be monitored	Responsibility	Early success indicators	Time frame
All	Collect data through termly census, review Equality Plan annually and publish on the school website	Answer and record questions about Equality Scheme from all stakeholders.	KJ WGC CC	Staff are familiar with principles of Equality Plan and use them when planning sessions, creating displays. Parents/governors/ stakeholders are aware of Equality Plan	Sept 16
All	Monitor and analyse pupil achievement by race, age, gender and disability and act on any trends or patterns in the data that requires additional support for pupils.	Achievement data analysed by race, age, gender and disability	Head TTL Govs	Staff, volunteers and parent reps increasingly representative of local community - men, women, ethnic groups, disability etc	Annually Termly
All	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability	Monitoring/ learning walk feedback recognises range of diverse displays and information	Head TTL Govs	Notable increase in participation and confidence of targeted groups	Termly
All	Provide information in a range of formats to support inclusion	Access by targeted groups increases Surveys and informal discussion	Admin WGC CC Govs	Parents with varying needs able to access information and participate fully in centre/ school activities	Termly July 2016
All	Identify and respond to any discrimination as outlined in the Plan. Report any information to the governing body on a termly basis through Head teacher's report	Head and Governors use information to assess the impact of the school's response to equality	Head Govs	All teaching staff/ children's centre staff aware of equality duties	Termly
Gender	Increase male involvement in the centre	Encourage dads/carers/ males volunteers to access the centre	Head WGC CC	Male staff, parents and governors visit centre on a regular basis	Termly July 2016
Race Gender Disability	Monitor and analyse children's achievement in nursery and at EYFSP by gender, race and disability and act on any trends in the data that require additional support for children to accelerate progress	Achievement data analysed by gender, race and disability	Head TTL WGC CC	Vulnerable groups exit at or above age related expectations Gap is narrowing for equality groups	Annually July 2016
Disability	Ensure that children or parents/ carers with disabilities feel welcome in the school/ centre and feel that their needs are met	Disability Go audit Monitoring accessibility and take up of school/ centre services by disability	Head & TTL WGC CC	More take up of nursery places/ children's centre services and increased satisfaction from disabled children and parent/ carers	Annually April 2016

Community involve ment	Continue to hold cultural events throughout the year to increase children's awareness of different religious celebrations, cultural events in sessions. Involvement from parents/carers about their customs/ beliefs	PSE and UW assessments Parental survey Informal discussions	Head & TTL Govs	Increased awareness of different communities shown in PSE and UW assessments	April 2016
Community involve ment	Employ an increasingly diverse workforce staff/ volunteers/ students and parent reps	Staff census – reported to Governors through head teacher's report	Head/ TTL Govs	More staff/ volunteers from a diverse ethnic groups and representative of local community	Staff census
Equality of opportunity and particip ation	Early identification and targeted support for children with SEND who are under achieving in order to accelerate their progress in learning and well being <i>See Ludwick Core Offer</i>	Monitoring of Inclusion Plan and support strategies for children with SEND	Head and TTL	Identified needs; appropriate agencies involved; staff knowledge increased; Provision Map in place. Feedback on usefulness of Core Offer.	Ongoing
All	All children with disabilities either with EHCP or on the SEN register make accelerated progress according to their assessed starting points	Teaching and learning child progress reviews; IP reviews	Head SENCo Govs	Reviews of Individual Plans and Provision Mapping for children with SEND show that children are reaching or exceeding targets at review meetings	Ongoing
Children entitled to Early Years Pupil Premium	Support parents to apply for EYPP; identify eligible children; decide on priorities for particular children/ groups matching to individual needs. Regularly assess and track progress and impact of interventions/ actions	Interventions monitored effectively Data analysis – termly basis eg. attendance; speech and language; communication; parental engagement; learning at home	Head TTL Govs	Improved staff knowledge Children make accelerated progress and the gap between vulnerable children and the rest is closing rapidly. Children are 'school ready' Parental confidence and engagement increased	Ongoing
Gender	Ensure children who display early transgender behaviour are supported to establish their own identity and make continuing good progress	Support children with an interest in transgender to explore issues in role play and imaginative play and discuss sensitively with parents/ carers	Head TTL	Children with transgender interest feel valued and confident to discuss with staff and parents as appropriate to their age	ongoing