

WELCOME TO CHAPEL STREET NURSERY SCHOOL

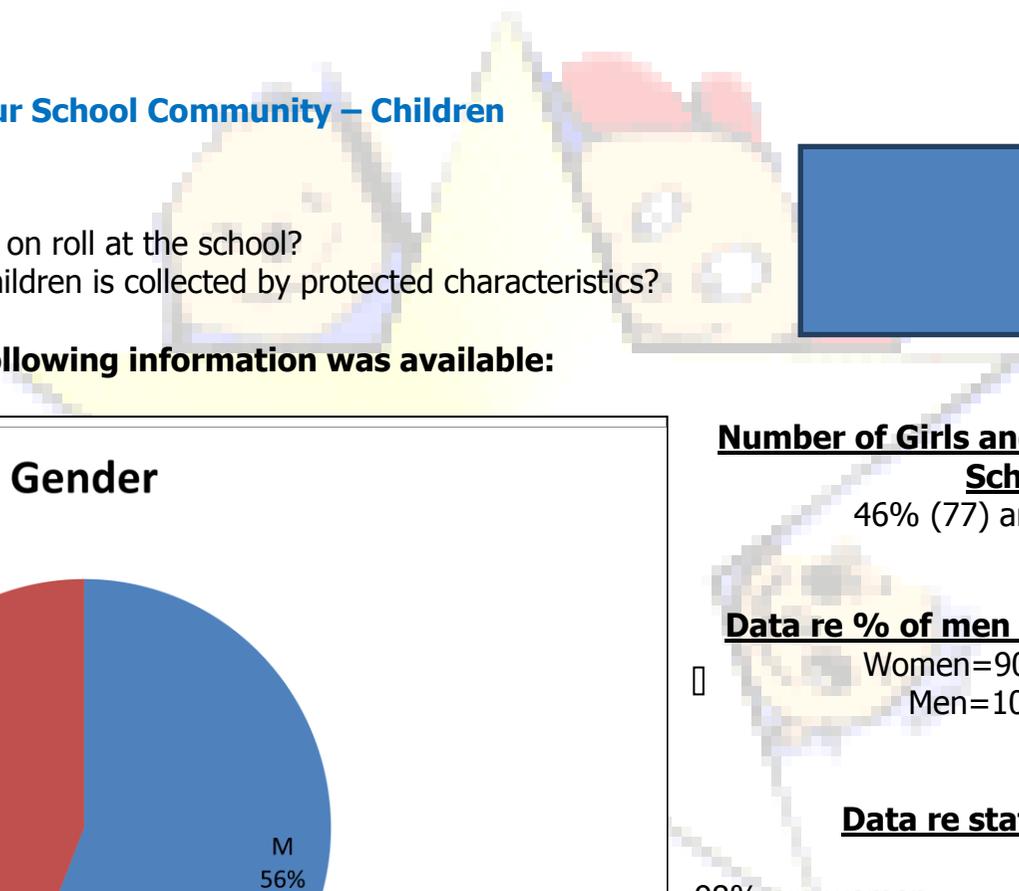
Chapel Street Nursery School has used the following process to assist in identifying some of the barriers to their children in accessing **educational provision**.

Stage 1: Understanding Our School Community – Children

What is the school profile?

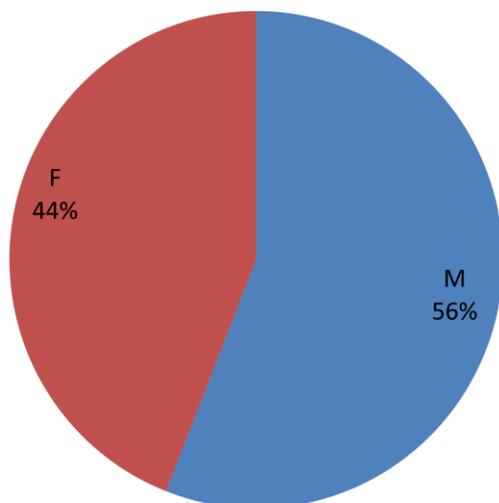
- How many children are on roll at the school?
- What information on children is collected by protected characteristics?

Using the SIMs data the following information was available:



GENDER

Gender



Number of Girls and Boys at Chapel Street Nursery School as of Nov 18

46% (77) are girls, 54% (90) are boys

Data re % of men and women on Governing Body

Women=90% of Governors are women
Men=10% of Governors are men

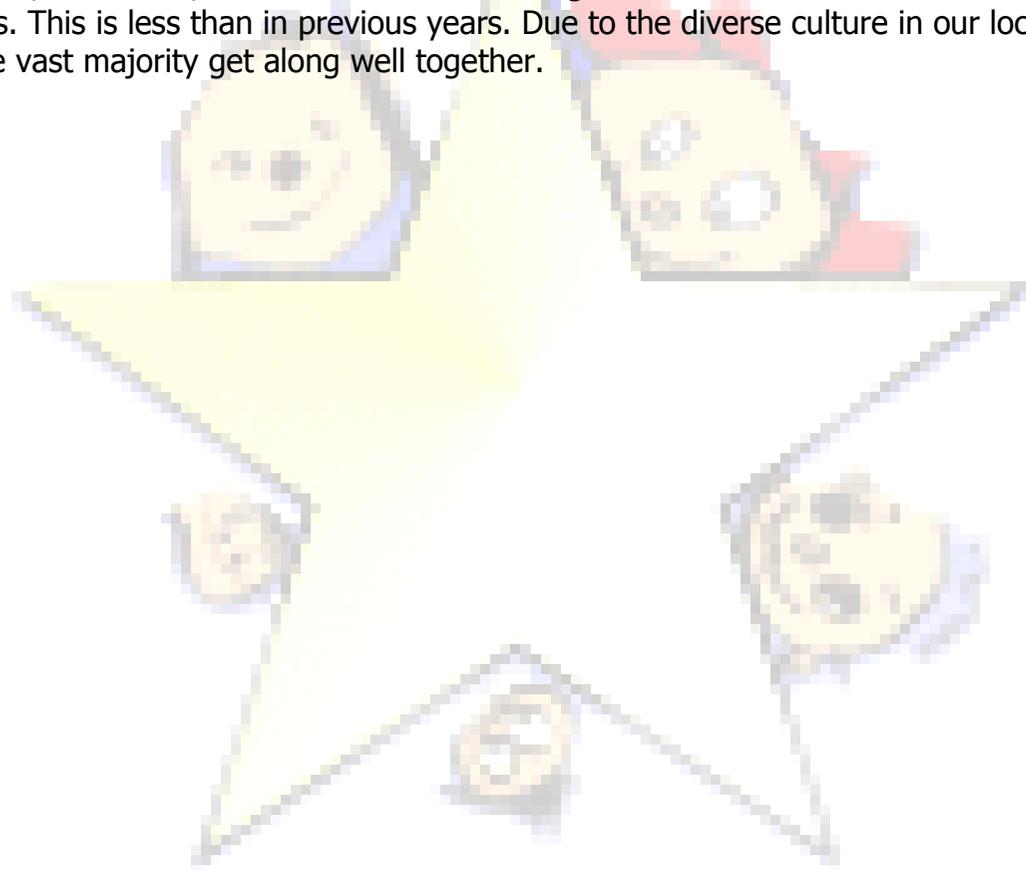
Data re staffing of Nursery School .

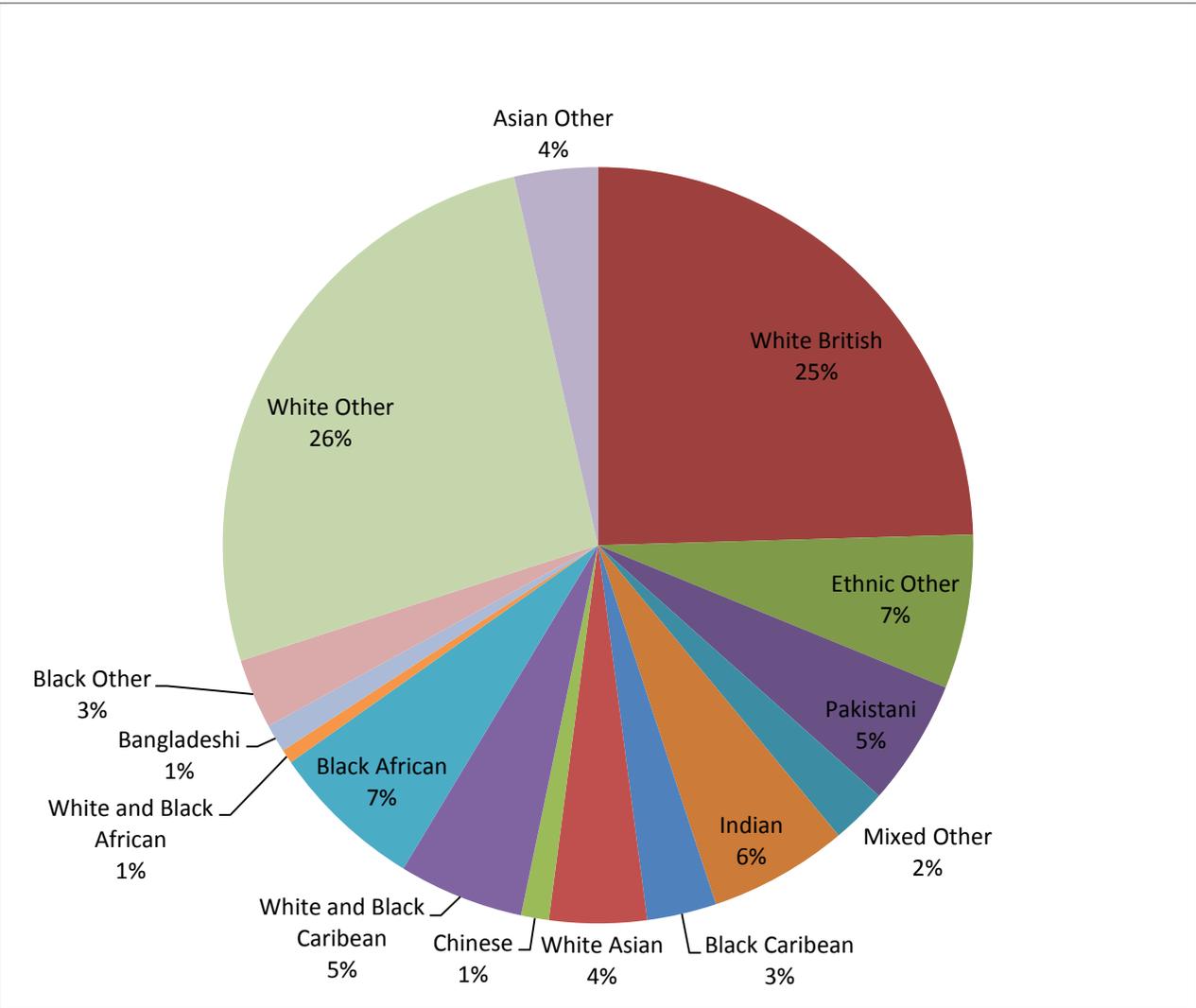
98% are women
2% are men

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

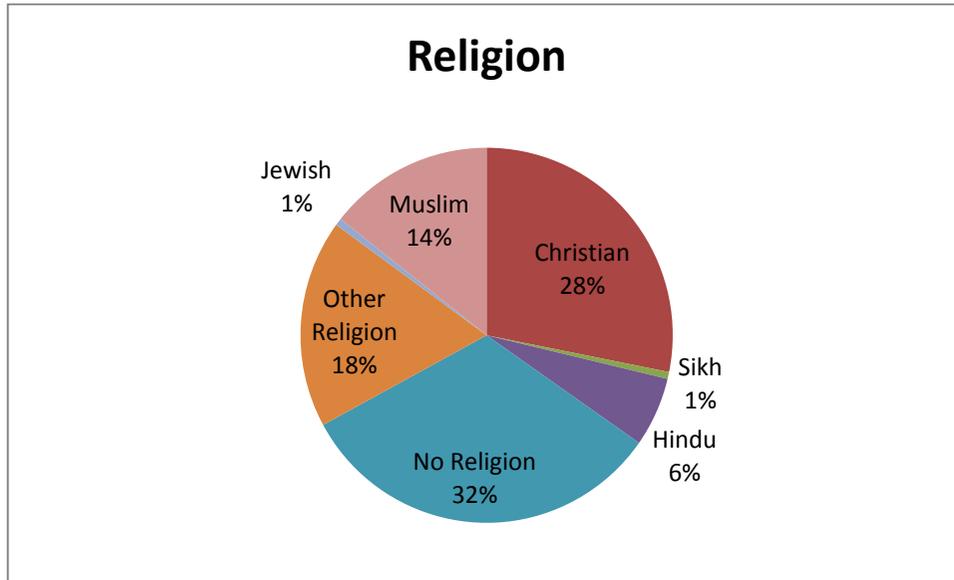
Ethnic minority make up of children attending

There has been a change in the demographics of children attending Chapel Street. For the first time we have more White other than White British attending nursery. We have fewer children from Pakistan than we have in the past. White other are made up of various Eastern European groups such as Polish, Romanian, Albanian etc. The third highest are Black African and Ethnic other at 7%. Altogether the school has 15 different ethnic groups. This is less than in previous years. Due to the diverse culture in our local area, most people expect to see all kinds of cultures here and the vast majority get along well together.





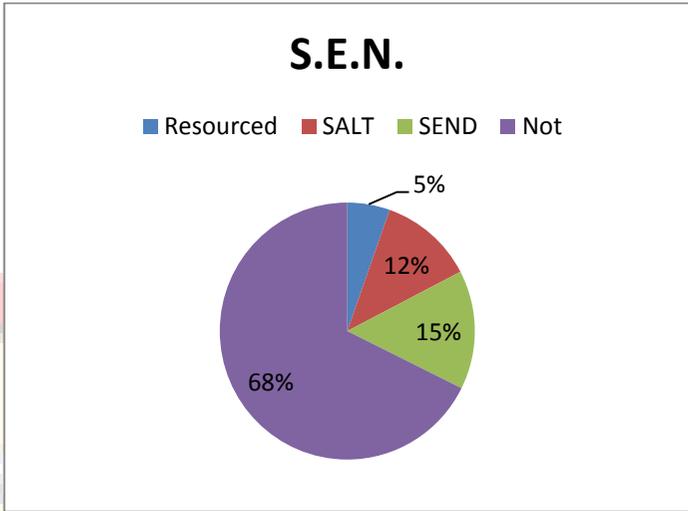
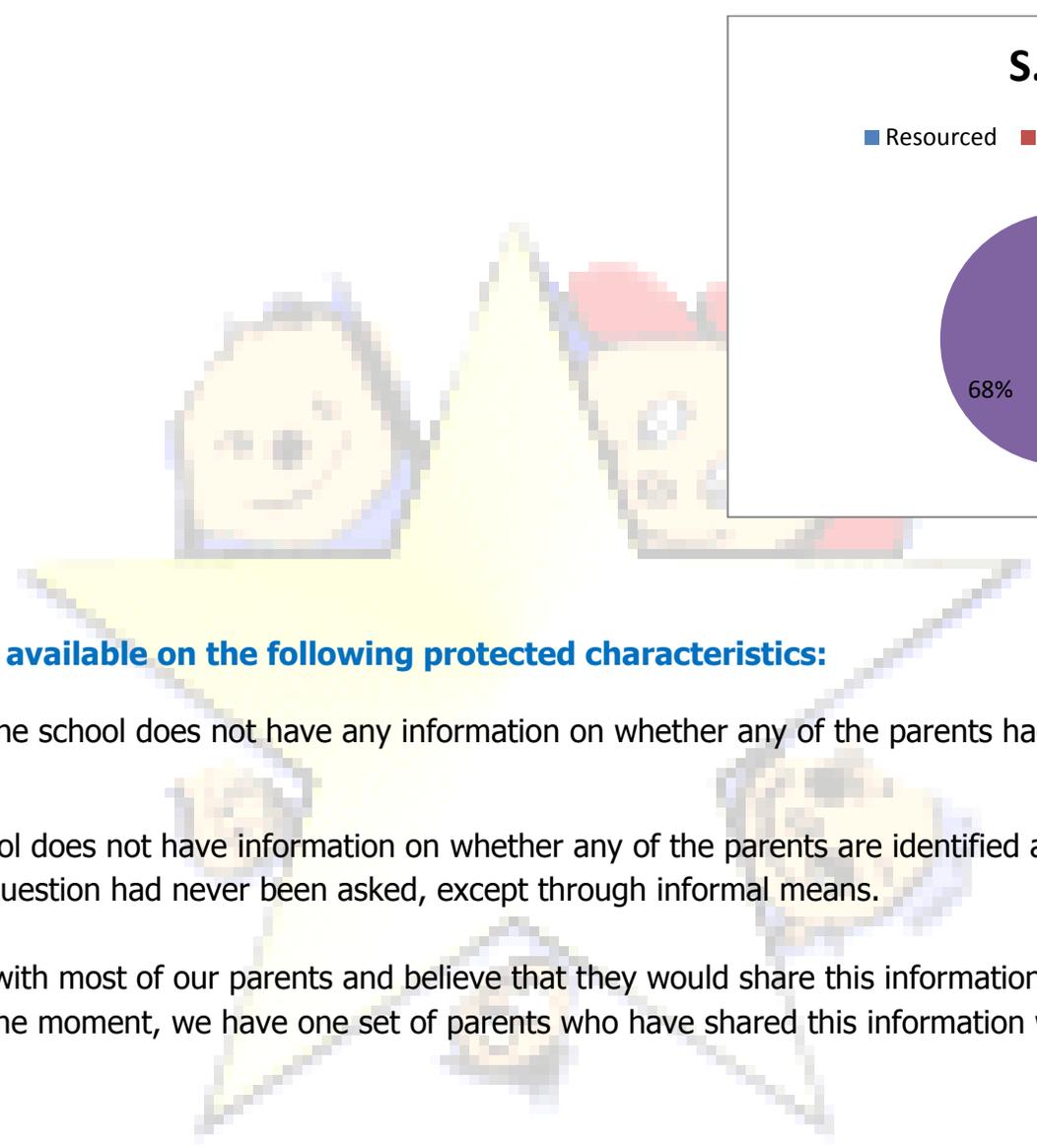
Religious Beliefs



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 16 part time children with severe and complex special needs. At the moment we have 5% of children on a resourced place but are waiting for several children to be awarded a resourced place. We also have children who have a lesser special need and in total are 27% of children charted here. We are seeing more 2 year olds with severe and complex needs as children can gain Funded 2's money if they have special needs.

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.

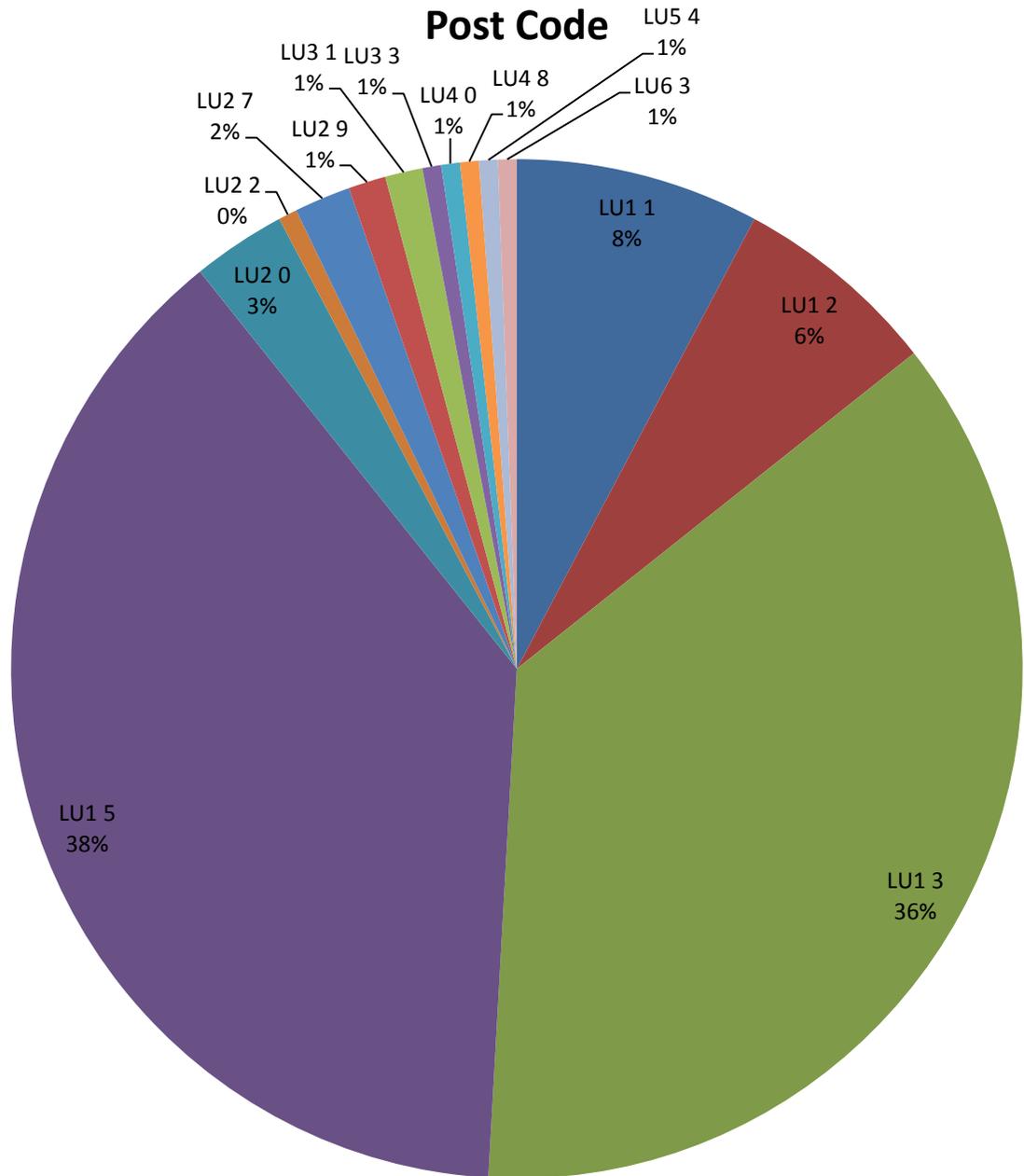


Limited Information was available on the following protected characteristics:

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; provide information sessions for them to learn how to support their children. 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.

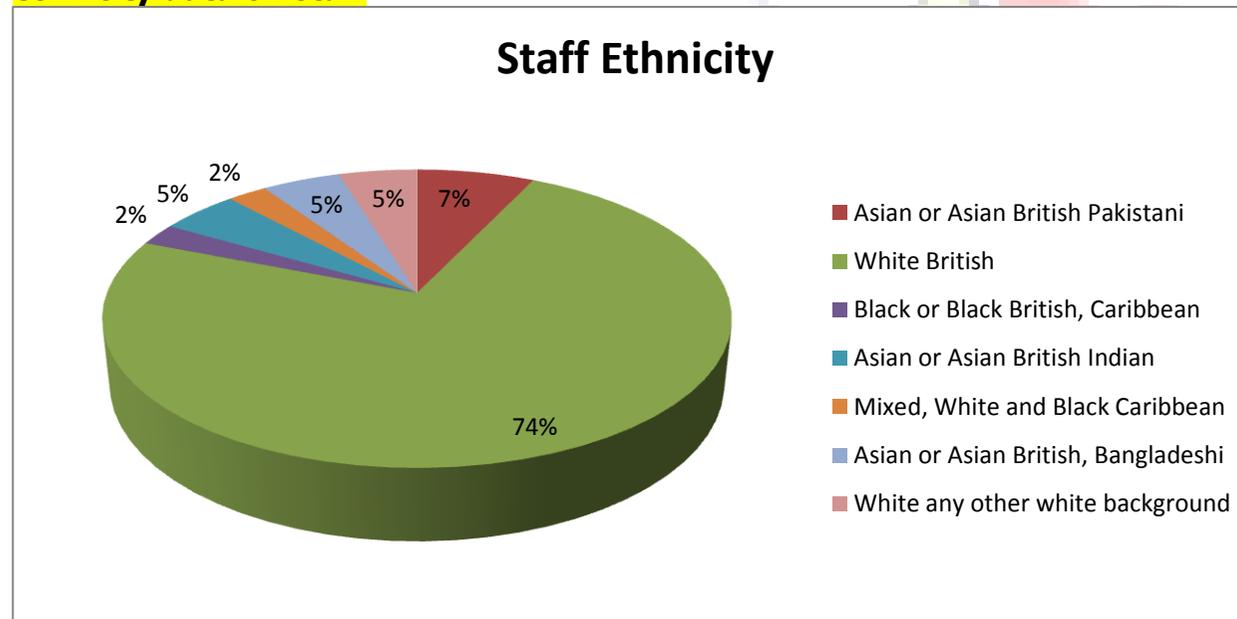
Additional Objectives: Grandparents days

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:

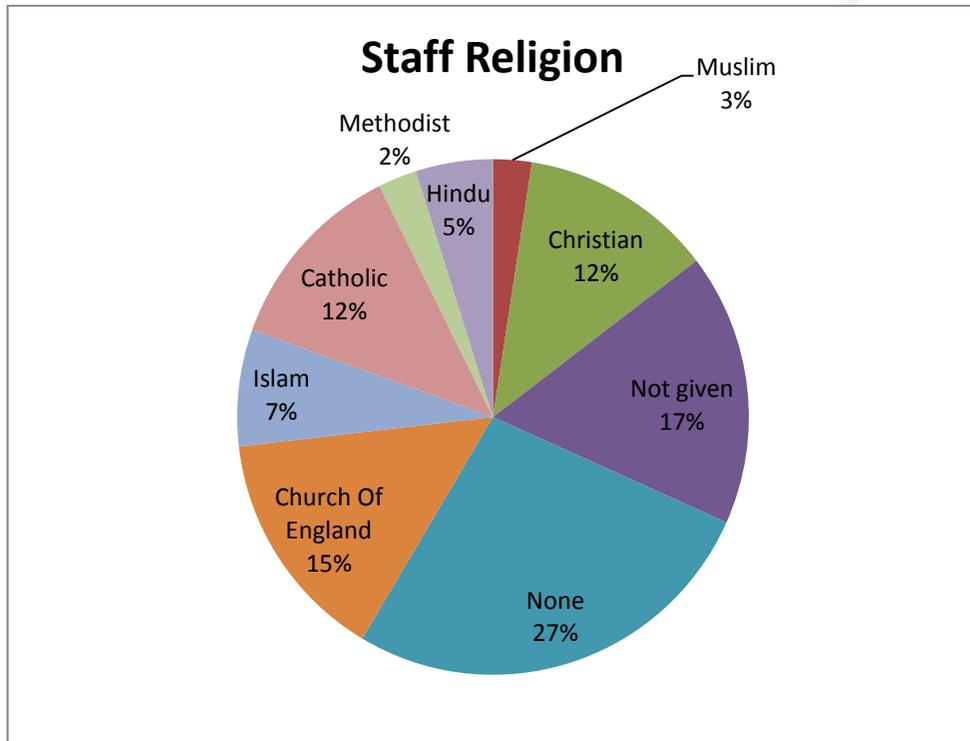
Equality Objective: To employ a more diverse workforce

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

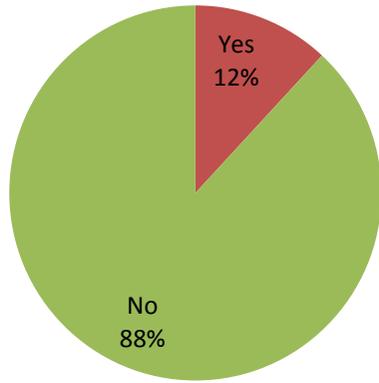
How: We will compare data of children attending nursery with data of staff to see how they match. Where we identify under-represented groups we will endeavour to attract staff using appropriate mediums when we next recruit.

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



Languages Spoken By Staff

