

Equality objectives

Our Equality Objectives 2025–2028 have been identified to further support children to raise standards and ensure inclusive teaching.

Objective 1: To ensure the full curriculum indoors and outdoors is accessible to all children, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when planning for individual children including making appropriate adjustments in the indoor and outdoor environments
- Understanding each child's unique rhythm and behaviour and sensitively supporting them with all their transitions throughout the day
- Addressing any barriers to children's engagement in the breadth of experiences through the team discussions, planning and risk assessment processes.

Why have we chosen this objective?

The Centre has a high proportion of children with Special Educational Needs and Disabilities (SEND) compared with other nursery schools.

How will this be measured and evaluated?

Observations to show that children with SEND are fully involved in the wide range of activities the Centre offers. Registers will show that children with SEND are fully involved in all experiences including offsite trips and events. Educational Visits Leaders and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for Centre trips and visits.

Objective 2: To ensure the full curriculum is accessible to all children, including children with English as an additional language, to eliminate discrimination, to support them to become effective multi-lingual learners and to ensure the best possible educational outcomes, by:

- Having an understanding of the child's home language, culture, faith and context and to consistently use key words in the child's home language
- Providing appropriate multi-lingual books and resources which children can use in the Centre and take home
- Translating key documentation into home languages where necessary

- Providing ESOL classes for parents/carers to increase their confidence in using English
- Ensuring consideration is given to the ever-changing demographic in Corby when planning for individual children and groups of children.

Why have we chosen this objective?

The Centre consistently has at least 14 different languages spoken and we want to ensure that all children and their families are represented and celebrated. In the Centre we strive to create a culture of belonging.

How will this be measured and evaluated?

Observations to show that children with English as an additional language are fully involved in the wide range of activities the Centre offers. Registers will show that children with English as an additional language are fully involved in all experiences including offsite trips and events. Educational Visits Leaders and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for Centre trips and visits.

Objective 3: To improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our Centre curriculum
- Promoting equality with regard to race, gender, disability, religion and ethnicity in our family group times, making links to our core values of being heard, being able to choose, being able to question and feeling strong
- Providing diversity training and challenging any prejudice or discriminatory language and/or behaviour.

Why have we chosen this objective?

There is a wide representation of children that attend the Centre including children with SEND and children from different ethnic backgrounds, we believe we could further promote inclusivity and do more to celebrate diversity.

How will this be measured and evaluated?

Leaders will monitor coverage of equalities through curriculum monitoring. Reporting on equalities information through reports to the full governing body and the Integrated Services Committee.