

Equality Information Report, October 2025

Equality Objectives 2023-2027	Measurable success indicator / RAG rating	Year 4 (Year 3) (Year 2) (Year 1) review ¹				
1. Monitor and analyse children’s achievements in the Nursery by gender, race, disability and act on any trends or patterns in the data that require additional support for pupils	Vulnerable groups exit nursery attaining at or above age related expectations <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Data in relation to gender, race and disability is closely monitored and shared with Governors. • 98.4% of children in 2023/24 cohort left nursery at or above age related expectations. • Children’s speech, language and communications levels are assessed at entry and, where there is an identified need, children receive individual support via the WellComm programme/Talking Time programme. • All children are monitored in relation to their wellbeing and involvement and extra nurture support from a designated member of staff is available. Progress is monitored on a termly basis. • Mental Health lead established in school. • Inclusion funding, where available, is used to support children needing some level of extra support. • External professionals are contacted where necessary. In 2023-2024 and 2024-25, there was input from Speech and language therapists, Special Educational, Needs and Disabilities (SEND) Advisory Teachers and the Educational Psychologist. • Additional funding accessed to support individual and family needs, including DLA. • 95% of children in 2024/25 cohort left nursery at or above expected expectations, assessed against the Batford Aspirations Curriculum. • •
2024	2025	2026	2027			
2. Ensure disadvantaged children are supported to reduce disadvantage and diminish the difference	Gap reduced between those children who are disadvantaged and their peers	• EYPP strategy 2023-2024 & 2024-25 outlines the impact of the funding and future strategy. • 100% of children in receipt of EYPP funding 2023/24 cohort left nursery at or above age related expectations.				

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	<table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>				2024	2025	2026	2027	• SENCo monitors progress and attainment of those disadvantaged children • Dedicated EYP to deliver a nurture programme; • 72% of children in receipt of EYPP funding 2024/25 cohort left nursery at expected expectations (100% N1s; 71% N2s and 100%R); • 100% of children made significant progress from their starting points.
2024	2025	2026	2027						
3. Work with parents to support children with transitions (including all vulnerable groups)	Information is shared by parents and ensures staff are able to support children appropriately <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>				2024	2025	2026	2027	• Visits to the children's current setting if applicable, and liaison with other professionals are planned, to ensure the children have a smooth transition into the setting. • Parents asked to complete a home visit form, so that key workers had all the information needed to assist with smooth transition to nursery. • Settling visits for all children prior to their start date with extra sessions for any child that requires more. • Open door policy for parents to give any updates about their children. • Settling in survey for feedback from parents about how their child is adapting to nursery life. • Ongoing encouragement of parental engagement via Tapestry. • For SEND children, meetings were held between SENCo, parents and the receiving school to share information about the child. • Use of the Supporting Smooth Transitions Toolkit alongside discussions with Reception teachers about the individual children to support transition from nursery to school. • Planned transition program for children transitioning from transition from Batford Day Care Ltd. • Home phone calls to discuss new children, with home visits where appropriate. • New to Nursery meeting for parents with Headteacher.
2024	2025	2026	2027						

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4. Ensure that resources, displays and the environment reflect diversity	Termly learning walks to monitor the environment. Feedback details range of diverse displays and information <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Learning walks conducted half termly to monitor the environment. • Welcome display that represent the children in the cohort; • All children’s work is displayed across the year • Enhances our books and resources to reflect diversity • Batford Owls celebrate the school values and are displayed around the nursery; • Reviewed and invested in books and resources that reflect diversity; • Training undertaken re: Unconscious bias, and built a shared commitment to support the diverse school community.
2024	2025	2026	2027			
5. Celebrate cultural events throughout the year to increase children’s and families’ awareness and understanding of different communities	Planning reflects a range of cultural activities and celebrations <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Planning reflects a range of cultural activities and celebrations. • All staff consistently promote the understanding of the Batford Owls’ values with the children and parents. • Batford Owls are further promoted by awarding children a Batford Owl sticker each time they are given an owl. • Key Persons supported to celebrate commonalities and difference within each key group. • Setting forms invite families to share celebrations and key events. This information is used to create a planner which staff use in the planning and environment; • Celebrate children’s culture and heritage with wider family visits and events in the nursery, eg Diwali dancing activity lead by parent.
2024	2025	2026	2027			
6. Early identification and targeted support for children with SEND,	<table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Referrals to external agencies including Emotional Wellbeing and Behaviour Specialist, Inclusion Development Officer and Advisory Teacher; • SENCo attends regular training; • SENCo works with parents to ensure prompt interventions; • Staff undertake regular training, eg. TAB and OAP.
2024	2025	2026	2027			

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7. Provide information in a range of formats to support inclusion	Parents with varying needs able to access information and participate fully in school activities <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Key persons know their families well and work to resolve any barriers to parental engagement, e.g. by involving other family members to help translate if there are language issues. • New parent information board located by Nursery parent entrance. • Use of social media to provide information to parents in a range of formats; •
2024	2025	2026	2027			
8. Increase male involvement in the school	Male staff, parents and governors in centre on a regular basis <table><tr><td>2024</td><td>2025</td><td>2026</td><td>2027</td></tr></table>	2024	2025	2026	2027	• Site Manager has a visible presence in the nursery, is well known to the children and a good role model. • 2 male Governors on board, undertaking visits. • We have a male cleaner on site, and occasionally male relief chefs. • Visitors to site (eg. Police and Firefighters) are of representative of all genders. • Sports workshops delivered by male staff and science workshops delivered by a female. • African workshop facilitated by male drummer. • 2 recent capital projects have been undertaken within the school over the last year, with representative genders. • Gender representative garden staff demonstrate to children the opportunities for all in life. • Parents are invited into nursery to share their profession with the children. This year we have had a nurse, dentist, female doctor to talk to children about their jobs. • 3 male work experience placements were positive role models for the children.
2024	2025	2026	2027			