

Truro Nursery School Public Sector Equality Duty Compliance Statement November 2022

- See also Equality Duty Statement and objectives

**Truro Nursery complies with the equality duty in a variety of ways as follows (not exhaustive):**

- Home visits/phonecalls/zoom meetings are offered to all families and allows families to share information with us in a confidential and comfortable environment and allows us to plan for the needs of children e.g. pupils with English as an additional language (EAL) (race), specific aspects related to religion or belief such as diet or pupils with additional needs (disability).
- Additional support is offered to families who may find understanding English or completing important information difficult e.g. offering to complete applications with parents/carers.
- A uniform is available (optional) and is non gender specific
- We have a priority one waiting list meaning that pupils with EHCP special educational needs or disability (SEND) or are refugees are considered for a priority admission over peers.
- We make our SEND resources available to the wider community e.g a child with a disability has used our sensory room; persona dolls are available to borrow.
- Our building is DDA compliant and pupils with a disability can access all parts of the school
- Our curriculum is designed to allow all children to achieve – some children may just need a little extra support from an adult to do so.
- New extension (2017/18) was considered in line with the Equality act.
- We have undertaken training and accreditation with ICAN (children’s communication charity) as we recognise that this helps us to meet the needs of both children with English as an additional language (race) and children with language needs (disability). We have also trained staff with ‘Jabadao’ to support all children and particularly children with additional or special needs.
- We have a wide range of multicultural materials and resources enabling us to promote the fostering of good relations and tolerance.
- Multicultural resources are used to help pupils feel included and that their heritage is valued e.g using music which is reflective of pupils’ heritage as music to listen and dance to.
- Festivals are celebrated to broaden knowledge and promote tolerance e.g Chinese new year; Diwali and are chosen to reflect our school community
- We publish our attainment data/information to show how pupils with different characteristics are performing
- We consider the equality duty prior to making decisions. For example, we considered the implications of a farm visit for a child who was muslim and took appropriate steps to ensure they were included without compromising beliefs.
- We offer additional time to support families with needs e.g EAL/social care and help them with administration such as our application form or application for primary school.
- We signpost families to the early help hub (EHH) or family information service (FIS) as needed to help them and information about ways to get help are published on our newsletter.
- Our newsletter is offered in a range of formats by request.

- We have agreed equality objectives to suit the needs of the school and its community. These objectives will be reviewed and updated every 4 years. This equality duty statement will be updated every 4 years unless there is a change in the law or policy.

### Data to demonstrate how our pupils are performing

It is important to remember that data in the early years can be highly unreliable. This data is for leavers in 21-22 and based on a best fit measure using our OPAL assessment system which identifies if children are broadly working towards or meeting the expected levels for their age in months.

#### Gender

The data shows that this year the in house data mirrors the national picture where girls out perform boys slightly. Depending upon cohort this is sometimes not the case and is reversed. Each cohort has performed differently in terms of curriculum strengths; make up of the cohort including number of SEND comparing boys and girls. There were 19 girls and 33 boys in this group 21-22. A better measure is the end of EYFS data over time.

#### Girls 21-22

	74%	68%	84%	68%	79%
	19	19	19	19	19
Most recent assessment					
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

#### Boys 21-22

	67%	62%	86%	52%	67%
	21	21	21	21	21
Most recent assessment					
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

If we remove the children with SEND from the data the differential between girls and boys is minimal and in fact exactly the same in all but one area of the curriculum this suggests that the specific needs of the children with SEND have skewed the data for gender.

Girls 21-22 without SEND

	85%	85%	100%	77%	92%
	13	13	13	13	13

Most recent assessment					
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

Boys 21-22 without SEND

	85%	85%	100%	77%	85%
	13	13	13	13	13

Most recent assessment					
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

**The following charts show that on the whole children with protected characteristics achieved and were prepared for the next stage in their learning**


SEND – 14 children (2 EHCP) 7 of 14 had significant speech and language difficulties impacting heavily on C and L and Literacy

	43%	29%	57%	29%	43%
	14	14	14	14	14

Most recent assessment					
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

EAL – no children in this leavers cohort

EYPP – 5 children - This data is in line with the national picture for maintained nursery schools who regularly demonstrate improved performance for the most disadvantaged children which bucks the national trend.

	80%	60%	100%	80%	80%
	5	5	5	5	5
	Most recent assessment				
Milestone	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths

Resulting actions:

As a result of our ongoing monitoring and this data we know that disadvantaged groups do well and we will continue to support these children as we have in the past. Having drilled down further with our data we know that on the whole there are no significant gender differences and those identified in the data seem to be attributable to the specific SEND needs. We will continue to monitor in year.