



Arden Grove Infant and Nursery School
 Cottinghams Drive, Hellesdon
 Norwich, NR6 6QA
www.wensumtrust.org.uk/ardengrove
 01603 404553
office@ardengrove.norfolk.sch.uk

Equality Objectives: 2020-2024

Objective	Area being addressed & supporting tasks	Responsible	Monitoring	Review
To promote moral, social and cultural development and understanding. To challenge misconceptions through the use of carefully considered resources and topics, with particular reference to equality and diversity.	<p><i>Address children's perceptions / misconception and current knowledge of the lives of others beyond their immediate experience and locality.</i></p> <ul style="list-style-type: none"> Ensure carefully selected visuals, resources and topics provide a wide, diverse and balanced view and challenge any misconceptions. Information on the website to identify how we support SMSC development across school. Monitor to ensure it reflects updates. Use of 'Parts' person to support understanding and appreciation of differences between people, in an age-appropriate way. Assembly themes provide whole school balance and a diverse perspective, with clear links to our current, school community. Invite parents with different cultural backgrounds, to share this with children and staff in school. Respond flexibly by talking about and experiencing festivals, customs, traditions, religions of children within our school community. Whole school Jigsaw scheme to support RSE/PSHE. 	<p>Head teacher</p> <p>SMT</p> <p>All teaching staff</p> <p>RE Subject Lead</p>	<p>Governors</p> <p>Governors</p> <p>Subject Leader monitoring</p> <p>SMT</p>	<ul style="list-style-type: none"> Annual Regular discussion in staff meetings with curriculum focus. Annual curriculum reviews
To ensure the school is well resourced and all staff are well	<p><i>Support children (including significant number of adopted children) with developmental trauma and those identified SEMH needs across school.</i></p> <ul style="list-style-type: none"> All staff trained (across Wensum Trust) in Emotion Coaching. 	<p>Head teacher</p> <p>SENDCo</p>	<p>Head teacher</p> <p>Governors</p>	<ul style="list-style-type: none"> Annual Governor monitoring.

trained, in order to support the emotional needs of all pupils.	<ul style="list-style-type: none"> • Ongoing training and two staff representing school on the Emotion Coaching Trust Working party. • Teaching team to keep up to date with practices to support children's emotional literacy e.g. using evidence based resources on Social and Emotional literacy in school https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning • Ensure school takes part in supportive activities e.g. Mental Health Week. • Child-friendly visual support resources in every class (e.g. Flipping Lid posters, Our Code, Bucket Filling etc.) are understood and referred to. • Ensure we have current, trained mental Health Champions (including on SMT) in school. • Wensum Wellbeing Profile used for early intervention of possible SEMH barriers. Relevant support and provision to be put in place. 	Emotion Coaching Leads PSHE/RSE Lead	Head & SENDCo review meetings SMT	<ul style="list-style-type: none"> • Discussions in termly pupil progress meetings. • Termly (or more regular) review of any child specific Wellbeing Plans.
To ensure that all children receive the support they need to access the curriculum.	<p><i>High levels of identified need across school (especially Speech & Language and SEMH linked to trauma and attachment).</i></p> <ul style="list-style-type: none"> • Termly pupil progress meeting to identify emerging / current needs and necessary actions. • Purchase of termly visits from Speech & Language Therapist (Sally Wynne). • Speech and Language interventions in place and reviewed by Sally Wynne. 	Head teacher SENDCo Class teachers	Head teacher Governors SENDCo SMT	<ul style="list-style-type: none"> • Annual • Discussions in termly pupil progress meetings. • Termly review of Learning Plans.
To tackle prejudice and promote understanding in relation to people with disabilities through direct	<ul style="list-style-type: none"> • Inviting visitors to inspire and help children understand / increase awareness of disabilities. • Use of 'Parts' person to support understanding and appreciation of differences between people, in an age-appropriate way. • Whole school Jigsaw PSHE/RSE curriculum. 	Head teacher SENDCo SMT	Head teacher Governors. SMT	<ul style="list-style-type: none"> • Annual • Governor monitoring.

teaching across the curriculum.	<ul style="list-style-type: none"> Review current resources e.g. small world, stories to ensure they are representative of all children and families. Purchase accordingly / budget for this. 	All teaching staff		
To allow equal access to information for all stakeholders.	<p><i>Consideration given to potential barriers e.g. EAL / literacy levels / emotional wellbeing of current cohort of families.</i></p> <ul style="list-style-type: none"> 1:1 transition meetings, with families, into Nursery and Reception ensure we identify potential barriers to access of information and find ways to overcome (e.g. selecting clear font, simplified language, staff to identify who they need to talk through / explain key information as needed, consider paperwork needing to be translated etc.). Regular weekly learning updates given in small chunks and with supportive examples e.g. visuals / photos, where possible. Access to class team via Tapestry – this is monitored and staff will speak to parents to provide support, if they have worries re access / engagement. Access, via Trust, to document translations. Ensure access to / purchase of stories in different languages, as needed for cohort. 	Head teacher Admin team SENDCo Teachers	Head teacher Governors SMT	<ul style="list-style-type: none"> Annual
To ensure the school's physical environment is as accessible as possible to all pupils, staff, parents, carers, governors and visitors to school.	<p><i>All staff to be aware of responsibility to maintain a safe and accessible school environment and support children to develop this awareness too.</i></p> <ul style="list-style-type: none"> All staff to complete the online Health & Safety module (via EduCare, as directed by the Wensum Trust). Health & Safety module to be added to the induction process. Use of Google Keep to improve efficiency of information between school re Health and Safety and Trust Estates / Caretaker. Daily Reception site checks (outdoor learning area). Annual review of Accessibility Plan Termly site walk to identify any health, safety and accessibility issues that might arise and need addressing. 	Head teacher Caretaker All staff	Head teacher Governors	<ul style="list-style-type: none"> Annual review of Accessibility plan (last completed Spring 2021) All staff to complete Health & Safety module by end of summer 2021. Termly site checks / health and safety walks