



Margaret McMillan Nursery School and Children's Centre

Hornsey Rise

Islington

N19 3SF

020 7281 2745

www.margaretmcmillan.islington.sch.uk

Our School Commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Margaret McMillan Nursery School and Children's Centre

- We try to ensure that everyone is treated fairly and respectfully.
- We recognise that work with very young children must include their parents, carers and families and that this will involve ensuring that we also take into account equality issues that may affect the adults in the child's family and community particularly those who are vulnerable.
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving. As part of this we will:

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- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

See Appendix 1

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EQUALITY AND DIVERSITY POLICY

Margaret McMillan Nursery School and Children's Centre is committed to valuing diversity by providing equality of opportunity and anti discrimination practice for all children, families colleagues and members of the community who use the centre.

Our aim is:-

- To provide a secure environment in which all our children and their families can flourish and in which all contributions are valued.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- To improve our knowledge and understanding of issues relating to anti discriminatory practice, promoting equality and valuing diversity.
- Use local information and data to ensure that we are meeting the needs of our community

Roles and Responsibilities

The headteacher has overall responsibility for Equal Opportunity, diversity and anti discriminatory practice. A lead governor has been appointed to support diversity, Equal Opportunity and anti discriminatory practice.

Beliefs and Commitments

Margaret McMillan nursery school and Children's Centre is part of a community that enjoys a wide social racial and ethnic mix. We believe that:

- All children, parents, staff and colleagues who use Margaret McMillan nursery school and children's centre: have a right to equal access to all the facilities and opportunities available.
- All children, parents, staff and colleagues who use Margaret McMillan nursery school and children's centre: have a right to feel respected, safe and enabled to take charge of and benefit from all the provision offered.
- A broad, balanced, high quality Early Years provision must value, celebrate and use all the rich cultural, ethnic and social diversity represented in the school and the local community.
- A nursery school often represents a family's first experience of the education system. Much can be done to establish positive attitudes to individual worth and to the understanding and promotion of diversity and value in others.
- Treating equal opportunity issues and anti-discriminatory practice as separate and isolated parts of provision will lead to a fragmented approach and may allow many important and contributive factors to go unnoticed.

- There will only be success in developing and delivering policy into practice where there is a firm commitment to equal opportunity, diversity and anti-discriminatory practice in all areas of provision and as part of the ongoing evaluation.

To ensure that Equal Opportunity and anti discriminatory practice are an integral part of school life the school is committed to:

- Considering the impact of Equal Opportunities and anti discriminatory practice at all planning and evaluation exercises.
- Tackling any discriminatory or abusive behavior immediately
- Reviewing and documenting any abusive or discriminatory behavior
- Tracking incidents of abusive or discriminatory behavior to evaluate school practice
- Taking steps to create a positive atmosphere towards diversity throughout the school and to make this explicit in the choice and use of resources and activities.
- Ensuring that Equal Opportunities and anti discriminatory practice are included as part of the whole school Inset programme and as elements in other theme or team focused Inset.
- Ensuring that Equal Opportunities and anti discriminatory practice are included in each annual review and as part of the school development plan.
- Developing relevant ways of monitoring outcomes appropriate to the early years
- Using local data to ensure that we are responding to the needs of the local community

Methodology

Admissions

Our setting is open to all members of the community and we work within London Borough of Islington's admissions policy:-

- We advertise our service widely.
- We reflect the diversity of members of our publicity and promotional materials.
- We provide information in clear concise language whether in spoken or written form.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, religion or social background such as being a member of a travelling community or asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents, displaying openly racist insignia, distribution of racist material, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with the most strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau, this ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.

Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and begin to develop the skills of critical thinking.

We do this by:-

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes and derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We help children to learn about a range of food and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children and families to share stories of their everyday life to the nursery.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English we will develop means to ensure their full inclusion.

Parental Involvement

We believe that children benefit most from nursery education and care when parents and the nursery work together in partnership. We welcome the contribution of parents in whatever form these may take. Our aim is:-

- To support parents as their children's first and most important educators.
- To involve parents in the life of the nursery and their children's education.
- To support parents in their own continuing education and personal development.

In order to fulfil these aims we are committed to:-

- Creating an ongoing dialogue to improve our knowledge of the needs of their children and to support their families.
- Providing access to information about the school and children's centre policies and practices through regular informal communication, written communication and by taking steps to ensure parents understand the information which is given to them.
- Informing all parents on a regular basis about their children's progress.

- Involving parents in the shared record keeping about their children, either formally or informally
- Providing information about opportunities for being involved in the nursery in ways which are accessible to all parents including those for whom English is an additional language.
- Providing opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group.
- Informing all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood.
- Providing access to our written complaints procedure.
- Providing opportunities for parents to learn about the nursery curriculum and about young children's learning in the nursery and at home.

The legal framework for this policy is: - The Equality ACT 2006 Disability Discrimination Act (DDA) 1995, 2005 Race Relations Act 1976 Race Relations Amendment Act 2000 Sex Discrimination Act 1976, 1986 Children Act 1989, 2004 Special Educational Needs and Disability Act 2001

Community Context

The school is part of a wider community and must be alert to the pressures and life experiences of all those in the community

Treating equal opportunity issues and anti-discriminatory practice as separate and isolated parts of provision will lead to a fragmented approach and may allow many important and contributive factors to go unnoticed. There will only be success in developing and delivering policy into practice where there is a firm commitment to equal opportunity issues in all areas of provision and as part of the ongoing evaluation.

To ensure that Equal Opportunity and anti discriminatory practice are an integral part of school life the school is committed to:

- ❖ Evaluating the impact of Equal Opportunities and anti discriminatory practice at all planning and evaluation exercises.
- ❖ Tackling any discriminatory or abusive behavior immediately
- ❖ Reviewing and documenting any abusive or discriminatory behavior at the weekly team review meetings.
- ❖ Tracking incidents of abusive or discriminatory behavior to evaluate school practice
- ❖ Taking steps to create a positive atmosphere towards diversity throughout the school and to make this explicit in the choice and use of resources and activities.
- ❖ Ensuring that Equal Opportunities and anti discriminatory practice are included as part of the whole school Inset programme and as elements in other theme or team focused Inset.
- ❖ Ensuring that Equal Opportunities and anti discriminatory practice are included in each annual review and as part of the school development plan
- ❖ Developing relevant ways of monitoring outcomes appropriate to the early years



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Appendix 1

Equality information and objectives

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Our commitment to equalities and community cohesion

- **Part 1: Information about the pupil population**
- **Part 2: Our main equality challenges**
- **Part 3: How we have due regard for equality**
- **Part 4: Our Equality objectives**

Updated on: 6th October 2012

Part 1: Information about the pupil population

Nursery populations fluctuate across the year as children become eligible for the 3 year old grant. We report each February following the January census.

Number of pupils on roll at the school January 2012: **137**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Our school provides care, education and support activities for children under five and their families. Information on some of the protected characteristics is not directly relevant to our pupils and consequently we do not hold relevant data. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. Research shows that the quality of the home learning environment has a significant impact on the long term outcomes for the children. We aim to ensure that we treat everyone who uses the centre fairly under the act including vulnerable adults.

Disability

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Autism
- Cerebral Palsy
- Global developmental delay
- Language and communication delay/disorder

Most children will have mild to moderate disability but we also provide six places for children with profound or complex disabilities:

Ethnicity

Islington 2010 categories				
Main Categories	Micro Categories	Boys	Girls	TOTAL
White British	English	16	14	30
	Scottish			
	Welsh			
	Cornish			
White Other	Gypsy / Roma	1	3	4
	Irish			
	Albanian	1	2	3
	Serbian/Yugoslavian			
	Traveler of Irish heritage			
	White Eastern European	2	1	3
White European				

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	White Western European		2	2
	Other White	4	10	14
Turkish	Turkish	3		3
	Turkish Cypriot			
Kurdish	Kurdish	1		1
Bangladeshi	Bangladeshi	3	3	6
Other Asian & Chinese	African Asian		1	1
	Indian	2		2
	Kashmiri			
	Nepali			
	Pakistani: Mirpuri			
	Pakistani: Other			
	Sri Lankan Sinhalese			
	Sri Lankan Tamil	1	1	2
	Chinese			
	Hong Kong Chinese			
Malaysian Chinese				
Black Caribbean	Black Caribbean	5	7	12
Somali	Somali	2	2	4
Other Black African	Ghanaian	1		1
	Nigerian		2	2
	Sierra Leonian			
	Sudanese			
	Other Black African	6	6	12
Black Other	Black European			
	Black North American			
	Black Other	1		1
White & Black Caribbean	White & Black Caribbean	4	8	12
Mixed Ethnicity	White & Black African		2	2
	White & Asian	1	2	3
	White & Chinese			
	White & Other			
	Asian & Chinese			
	Asian & Black			
	Asian & Other			
	Black and Chinese			
	Black & Other			
	Chinese & Other			
Other	Other	2	2	4
	Arab Other			
	Egyptian			
	Filipino			
	Iranian			
	Iraqi		1	1
	Japanese			
	Korean	1		1
	Latin/South/Central America		1	1
	Lebanese			
	Malay			
	Moroccan			
	Polynesian			
	Thai			
Vietnamese				

	Yemini			
	Any Other Ethnic Group	1	2	3
Unknown	Unknown	2	1	3
	Refused to Say	2	2	4

Religion and belief

We do not keep data on religious background for the children but we know that families using our school represent all the main religious groups (Buddhist, Christian, Hindu, Jewish, Muslim, Sikh) as well as other minority faith groups and those who those who do not have a faith commitment.

Other protected characteristics

Some protected characteristics may not be directly associated with the very young children who attend our school but they may have a significant impact on their families. Thirty percent of the places are reserved for "Children in Need" referred by the Early Years Priority Referral Multi-agency Panel. Often referrals relate directly to the characteristics for the child for example mild to moderate disability or developmental delay. On other occasions issues relating to the family may result in referral, for example parents with disability or illness, very young parents or families who have faced disruption can all be considered for priority places.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	16	29	45	32.8%

Pupil with Special Educational Needs (SEN)

	Number of pupils	Percentage (%) of school population
No Special Education Need	115	83.9%
School Action or Early Years Action	7	5.1%
School Action Plus or Early Years Action Plus	15	10.9%
Statement in progress	5	4%

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	% of school population
Number of pupils who speak English as an additional language	13	13	26	18.9%

Looked after children

1

Children in Need

30

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 4 of this document. Our local community is very diverse and mobility is high. This makes it difficult for families to establish support networks with the sense of security, stability and empowerment they bring. Our families all have very young children and many have faced significant levels of disruption. This can impact on their ability to establish stable patterns of family life which in turn can have a significant impact on the home learning environment. From September 2012 there will be only one point of entry to primary school and consequently many children and their families will spend only a short time in nursery school, consequently it will be more difficult to establish trust and a sense of ownership. These factors can diminish the sense of empowerment within our families, exacerbating inequality and vulnerability. They need to be taken into account in order to eliminate discrimination and promote the all important sense of well being and resilience our families need to access the resources available and realise their full potential.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils and their families with protected characteristics prohibited by the Act we have the following policies and procedures in place:

- **Admission arrangements**
We follow Islington Council's Early Years admissions policy which aims to eliminate any form of discrimination and improve community cohesion by allocating places to children who live nearest to school and by having transparent procedures for referral for priority places.
- **Access to community activities**
We publish information about all our activities in local health centres and community centres and have a set of user guidelines to create a cohesive community atmosphere in our activities.
- **Record-keeping linked to protected characteristics**
We monitor children's progress and involvement regularly and hold termly review meetings to track progress, identify under-achievement and set targets for improvement. To identify areas for improvement within the school development plan at the end of each school year we moderate the achievements across all groups (BME, boys/girls, SEN and disability)
- **Local data linked to protected characteristics**
We use data provided by the local authority to gain information about the local community and the health and achievement of children within our Children's Centre cluster area to plan activities and input to address areas of inequality. We have a well developed model for forward review and forward planning with our local partners such as health visitors who can provide very immediate feedback on local need.

- User Consultation
We aim to consult as widely as possible. We seek feedback from all users after community activities such as parent workshops to ensure we are meeting family needs. We consult the wider community and the school based community annually to plan future activities
- Policies and procedures to promote equality
There is a behavior policy in place for children and user guidelines for adults.
A plan is in place for disability access
Procedures are in place for recording incidents of discrimination or harassment
There is a formal complaints procedure in place
The school equalities statement is part of the “core policies” reviewed each term by staff and annually at the whole school training session
The school is committed to non-discriminatory employment practice and has approved model policies in place.

Part 4: Our equality objectives

We believe that:

- All children can benefit from the opportunity to be part of an inclusive community and we want all our children to have access to a broad and balanced curriculum.
- All children can and should have access to as much of the provision as possible in the most appropriate way.
- Access is not simply the ability to reach a resource or area of provision children need to be able to engage with the provision on offer in a meaningful way and use it to extend their learning and enhance their opportunities for development.
- Thought needs to be given to the practice as a whole and to the opportunities for all the children to learn through play and collaborative activities.
- In the early years areas of learning are almost always interconnected and interdependent so the layout of spaces and the interactions between spaces must be carefully thought through.
- All children need to be able to express their individuality and their competence in order to experience self worth and well being

Practice

Learning within the ordinary class space both indoors and out side is important for all children Provision needs to be flexible enough to accommodate direct teaching and free exploration within the ordinary play setting, wherever possible for all children. Careful consideration must be given to issues such as organisation and presentation which can have a significant impact on the ways in which all children approach their learning. Children learn to be independent and self motivated when they experience success, and are free to learn at their own pace in an environment which is meaningful for them and makes sense of their activities. This requires a great deal of attention to detail which in turn benefits all the children, freeing them to work together, sharing strengths and overcoming problems; enjoying and valuing the contribution each individual can make. We know that this sort of practice provides children with the all important positive self image and sense of ownership essential for future success.

By structuring the environment carefully to make opportunities and expectations explicit the interactive classroom is particularly important in:

- supporting all children in making productive choices
- enabling all children to become engaged purposefully over sustained periods of time
- ensuring all children experience success and are able to demonstrate competence in a variety of ways

Children come to school with a variety of skills, talents and needs. We aim to provide a child centered learning environment in which talents and skills can be valued, celebrated and developed and in which individual needs can be met within an inclusive ethos which promotes equality addresses areas of disadvantage.

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas for action and use methodologies which are known to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Using Enabling Environments to Narrow the Gap in achievement

Rationale and Fundamental Principles

The ability to plan, organise and structure thinking is a fundamental learning skill. It underpins success in all the areas of learning in the early years. Children may be under achieving or having difficulty in making age appropriate progress for a variety of reasons. Being able to learn and demonstrate competence within the ordinary class space is important for all children.

Children with planning or organisational difficulties, in particular, need spaces and resources which are designed to be coherent, explicit and consistent. Spaces need to be flexible enough to accommodate programme work, individual and group work, within a play setting, wherever possible. This requires a great deal of attention to detail which in turn benefits all the children, freeing them to work together, sharing strengths and overcoming problems; enjoying and valuing the contribution each individual can make.

Many have poor language and communication skills which lead to frustration. Others may have very poor motor skills and are often thought of as clumsy children. Others may have problems with planning and organisational skills. Children with poor planning and organisational skills often have poor memory, they cannot settle and become absorbed in activities and they have difficulty in making relationships.

For some this may be caused by a lack of experience, exposure to good modelling or they may have experienced disruption in their lives with little continuity or consistency. Some children will have mild to moderate levels of dyspraxia. Most children with planning and organisational difficulties will already have some level of anxiety even at two years old which can easily develop into anger, emotional instability, tempestuous behaviour and a lack of self worth. All young children are working hard to understand how things work and how they can fit in. Children want to make sense of their world and most enjoy and benefit from becoming part of a community.

To do well in school children need to feel well within themselves, they need to experience “Well Being”. To have a sense of “Well Being” children need to be fit and well and they need to feel secure and safe with some sense of control and predictability in their world.

All children learn to be independent and self motivated when they experience success, and are free to learn at their own pace in an environment which makes sense of their activities.

The way in which nursery provision is organised and presented can have a significant impact on the ways in which all children approach and consolidate their learning and ultimately on their achievement.. (EPPE and EPPSE research, May 2010 and July 2011 “Succeeding against the odds”)

Children who use English as an additional language also need to work in an environment which is carefully planned to capitalise on their abilities. The class needs to be consistent and interactive so that they can demonstrate competence and skill and experience the sense of belonging and self worth important for future success.

Future Strategy

The school self evaluation has identified 3 main areas for focus

- Special need and disability
- Children with English as an additional language
- Children in Need

The school has a high incidence of special need including children with profound and complex disability. The range of disability in our school is wide. Within this individual children may experience very different levels of need from minor to severe or profound. In addition some of the children have complex disability involving several interacting areas of special need.

In the past we have identified curriculum areas where there has been restricted access for children with a wide range of disability including those with physical, sensory, learning and communication difficulties. These areas have been improved as part of the recent building works and an action plan has been drawn up to complete this work and to ensure the improvements are sustained on a cyclical basis.

In an inclusive context we cannot plan for individual groups in isolation from the mainstream activities. We must see the practice as a unified whole and evaluate outcomes for all the children. Using quality indicators which have proven capacity to predict positive long term outcomes for the children is an important tool in ensuring that early intervention actually does narrow the gap and improve the life opportunities for the children.

ITERS and ECERS assessment scales have been established as sound and stable predictive indicators by the EPPE and EPPSE longitudinal research team and will be used to assess and maintain the enabling learning environment at a score level of 5 to ensure that the positive outcomes for Children in Need and children with English as an Additional Language are sustained.

Equality Objective 1

Reduce inequality in achievement in the prime areas of learning (Personal Social and Emotional Development, Communication and Language, Physical development) by ensuring all that the school is providing high standards of day to day practice with a consistent score of 6-7 (Very good to excellent) across all activities using the accredited evaluation standards ITERS, ECERS and ECERS-E (for diversity standards 13-15)

Progress we are making on this objective July 2012:

We have completed, across the school, ECERS-R which focuses on environment and infrastructure with an action plan to achieve scores of good (5) consistently by April 2013. We are working towards achieving scores 6-7 consistently by July 2013 The ECERS-E has been developed as an extension to ECERS-R. We aim to have a consistent score of 5 for the for diversity standards 13-15 by July 2013

Equality objective 2

Improve the range and scope of large motor activities to integrate the three prime areas of learning in ways which engage boys and girls and provide access for children with a range of disability and special need.

Progress we are making on this objective:

We have completed the 2008-2012 disability action plan and undertaken a condition survey to set targets for future development (see disability Access Plan and Review and Forward Planning)
Undertaken Specialist Movement training and implemented a range of activities to extend the scope of drama and small world play to engage boys and girls. This is evaluated as part of the ECERS assessment

Disability Access Plan Review and Forward Planning 2012-2015 Approved by Governors July 2012

Reviewed Premises Committee January 2013

Area	Improvement	Outcomes	Completed
Homebase outdoor space Improve access to grassed area particularly by the slope	Challenges for those with motor planning difficulties to make better use of the slope to develop control Excavation of slope to even fall. Astro turf at slope and safety surface along path. Hand rail at child height	Opportunity to experimenting with varying surfaces safely, take risks and extend motor planning	June 2012
Homebase indoor space	Assess the links between areas to support motor planning and cognitive development	More consistency and sense of control and ownership Development of organizational skills	July 2013
Baby Room Further opportunities for sensory awareness, and integration Opportunities for graded climbing at low level	Re-lay subsided playground Add astro turf at doorway for safety, independent crawling and access to outdoor space and equipment	More consistent use of outdoors, wider range of exploration and motor experiences	September 2012
Quality of daily continuous practice School Development plan focus	ECERS, ECERS-E, ITERS Establish a predictive national standard for evaluating the continuous practice throughout the school with particular emphasis on the diversity/disability/ section	Systems for review and maintenance throughout the school to ensure the all important access to a broad and balanced curriculum is maintained provision scores consistently 5/6 (good to very good) Annual review plan for standards	December 2013 July 2013
Mobility throughout the site	Use condition survey to assess all recent improvements and ensure standards are maintained Improve access with remaining steps to include new handrails and visibility markings Prioritise refurbishment of all markings	Improvements in facilities sustained Handrails in good condition at correct height Visibility marking on steps renewed Non slip surfaces in good condition Routine Maintenance plan developed	Ongoing
Class Develop defined areas for activity to stimulate purposeful exploration and motor planning	Re-lay sections of subsided path Create turning spaces Develop more demanding routes and pathways	Safety and independence along pathways. Opportunity to develop planning skills. Variety of physical challenges Spaces for quiet practice. Context for language development	September 2013