

**Public Sector Equality Duty (PSED)**

(Reviewed November 2022)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty applies to public bodies and includes maintained schools and academies. Our equality objectives were identified as follows:

1. To review policies and procedures for early identification of specific needs of individuals and groups of children at school and Local Authority level in order to access appropriate support.
2. To ensure environment reflects the needs of all children regardless of race, gender or disability and meets the needs of all children and their families.
3. To monitor and analyse children’s achievement in the Nursery and Daycare by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils.
4. To audit/plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children’s different interests, understandings, home backgrounds and cultures.

2015– 2016 School Improvement Plan

1. To utilize the children’s motivation for learning in the outdoors maximising the progress of specific groups of children from significantly diverse backgrounds, particularly in the Prime areas literacy and numeracy .
2. To further develop children’s Physical Development, particularly Moving and Handling.

2016 – 2017 School Improvement Plan

1. To ensure the implementation of the high quality 30 hours childcare, no child disadvantaged through this and the needs of the children met.
2. To further develop the literacy and numeracy skills of the vulnerable groups of children and those that are more able.

2018 – 2019 School Improvement Plan

1. To ensure equal access to information for all parents
2. To promote cultural development and understanding through a rich range of experiences in school and in the community.

***The following maybe impacted on by Covid 19 restrictions…***

2020-2021

1. To continue to promote understanding and respect for diversity through resources and experiences in the nursery and visits into the locality.
2. To review provision and practice for children for whom English is an additional language.

2022-2023

a. To review information collected on home visits to ensure school has a full, holistic picture of the children who will be joining school.

b. As the outdoor learning environments are further developed reviewing physical accessibility for the current cohort of children.