

**Ditton Nursery School
Equality Plan 16-17**

Objectives	Actions	Who is responsible?	Success Criteria	Impact
To ensure that the provision meets the needs of both boys and girls	<ol style="list-style-type: none"> 1. Continue to develop work of MABLE project re boys literacy 2. Monitor data to look for any patterns 3. Assess the environment ensuring that it reflects the current interests of all children via audits, tracking of children 	<p>AHT ongoing</p> <p>HT termly and annual basis</p> <p>AHT Jan17-Dec 18</p>	<p>Environment reflects the interests and need of all children. Boys literacy data improves</p> <p>Data monitored and analysed. Curriculum adjusted accordingly</p> <p>Children accessing all areas of the environment independently</p>	16-17 – Boys attainment was lower but progress was greater than girls. Move towards key person planning will support more individualised planning based on current needs and interests
To support children's understanding of diversity, equality, gender and age	<p>Resource the environment to provide positive role models of age, gender, ethnicity via:</p> <ol style="list-style-type: none"> 1. a range of books 2. displays around the nursery 3. outside visitors 4. cultural celebrations 	Teaching staff over the timeframe	Audit indicates that there are sufficient resources to broaden understanding in each area	16-17 ongoing work around the evaluating the environment
To develop children's understanding of the wider community around them and diversity within in	<ol style="list-style-type: none"> 1. Weekly visits from older primary school aged children modelling play skills 2. 'Diddikicks' sports sessions lead by male role models 3. Develop links with old peoples 	<p>AHT From Jan '17 onwards</p> <p>HLTA initiated</p>	Children more aware of diversity within the community	16-17 – weekly primary school visits successfully supported younger children to work with older ones



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	sheltered housing	during 2017-18 academic year		
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