**Sir James Knott Nursery School and the Nest**
**Equality Objectives 2026–2030**
***Achieve • Belong • Thrive***

Our four equality objectives guide how we support children from birth to four and work with families across Sir James Knott Nursery School and the Nest.

**Our commitment**

At Sir James Knott Nursery School and the Nest, we want every child, family and member of staff to feel valued, respected and included. We will work to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people with different protected characteristics.

We build on each child's strengths, interests and experiences. We offer nurturing relationships, accessible learning environments and high expectations for every child.

**Objective 1 - Ensure every child has equal access to high-quality early education**

*Every child should be able to take part fully, whatever their needs or background. By July 2027, we will use a consistent approach across both sites to identify and remove barriers to access and participation. We will continue to review this work throughout 2026–2030.*

We will listen to children and families and work together to understand what makes it easier for each child to join in, learn and belong.

We will:

- Review access to learning environments, outdoor provision, routines, visits and events.
- Agree reasonable adjustments with families and relevant professionals, recording responsibility and review dates.
- Plan environments and choose resources with children's physical, sensory and communication needs in mind.
- Coordinate these actions with the school's accessibility plan.

**Success measures -** Both sites complete an annual accessibility review. Each agreed adjustment has a named lead and review date. Termly reviews check how adjustments support participation and identify where leaders need to act.

**Lead:** Headteacher/SENDCo, Room Leads and School Business Manager.

**Objective 2 - Close gaps in achievement and support strong progress for all groups of children**

*From 2026–27, we will review children's progress and participation each term. We will use what we learn to address barriers and close gaps in achievement across the curriculum, with particular attention to communication, language and personal development.*

We recognise that children develop in different ways and at different rates. We look at what each child can do, what helps them learn and what support could help them take their next steps.

We will:

- Review progress from each child's starting point, drawing on observations, assessment and practitioners' knowledge of the child.
- Look for differences in participation and progress across groups and consider whether our environments, routines or teaching are creating barriers.
- Agree and review support where barriers arise. Value children's home languages and use accessible ways to communicate.
- Consider the experiences of children who may face barriers linked to disability, ethnicity, language or financial circumstances, using information proportionately and protecting confidentiality.

**Success measures -** Termly reviews record barriers, agreed actions and their impact. Families help review next steps for children receiving additional support. Annual evaluation considers whether progress gaps are narrowing and identifies where further action is needed.

**Lead:** Curriculum and Assessment Lead and SENDCo.

**Objective 3 - Help children understand difference, respect and inclusion**

*Through our curriculum and everyday interactions, we will help children notice and value similarities and differences, show respect and include others. By July 2027, every room will review how its resources and experiences reflect the diversity of our community and the wider world.*

We will:

- Review books, displays, role-play materials and other resources so children see disability, different ethnicities, faiths, cultures and family structures represented positively.
- Use what we learn to improve resources and experiences, welcoming contributions from families who wish to share them.
- Encourage every child to explore the full range of play and learning opportunities and challenge stereotypes about who can take part.
- Respond to words or actions that exclude others in ways that help children understand their effect and learn how to include and respect one another.

**Success measures -** Each room reviews representation annually and acts on gaps. Termly observations look for adults modelling respectful language and children increasingly including others in play and relationships in ways appropriate to their development.

**Lead:** Curriculum and Assessment Lead and Room Leads.

**Objective 4 - Strengthen partnership with families so every voice is heard and valued**

*By July 2027, we will offer every family an opportunity to tell us how they prefer to communicate and what helps them take part. We will review these preferences as circumstances change.*

Families know their children best. We will listen to their experiences, invite their ideas and share how their feedback has shaped what we do.

We will:

- Ask families about preferred ways to stay in touch, home languages and any support that would make communication or participation easier.
- Provide alternative formats, interpretation or other communication support where needed.
- Offer different ways to contribute, including conversations, meetings, telephone contact and surveys.
- Consider who we are hearing from and offer other ways to contribute where families have had fewer opportunities to share their views.

**Success measures -** Every family is invited to share their communication preferences. Each consultation offers a way to respond without using a digital platform. An annual summary explains what we heard and what changed as a result.

**Lead:** Headteacher, School Business Manager and Key Persons.

**Monitoring and review**

Leaders will review progress each term and report to governors annually. We will protect children's and families' privacy, especially when reviewing information about small groups.

The school will publish updated equality compliance information annually and review and publish its objectives at least every four years, as required by current guidance.