



The Marmalade Schools

Local offer of support to children with Special Educational Needs and Disabilities (SEND)

Statement linking early years settings to the Wandsworth local offer:

The Marmalade Schools aims to give each child who enrolls with us a sense of fun, self-worth and confidence in themselves and their abilities. All our pupils have the right to an outstanding education, which offers them the best opportunities to progress and develop a full range of essential prime and specific skills. We provide a happy, secure and stimulating environment in which each child can develop at his/her own pace and reach their fullest potential academically, socially and emotionally. We aim to give each child a firm foundation of learning before his/her move to their next school by developing each child's desire to discover, learn and gain independence

We work closely with parents to forge close links and to build on this partnership to help their child succeed in all areas.

Name of setting and introductory inclusion statement

At the Marmalade Schools we are committed to providing equality of opportunity for all children and adults, who work, play and visit our setting. We aim to celebrate the individuality of all our families, children and practitioners, recognising both similarities and differences in our abilities, gender, religious and cultural heritage. We welcome children with special educational needs and will ensure that all children have an equal opportunity to develop their skills and knowledge with regards to their specific learning needs.

We adopt a positive attitude towards all children's needs and endeavour to enable all children to access a full and challenging curriculum guided by The Early Years Foundation Stage. Working closely with families we aim to build upon your child's initial starting points to developing their individual skills and abilities. Through continuous assessment and regular contact with your child's group teacher we aim to identify any specific needs which may need additional support or interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices.

Who are our Special Educational Needs Co-ordinators?

At the Marmalade Schools the Principal will act as an advisor and Special Educational Needs leader on all issues to do with Special Needs and disabilities for all Marmalade schools' settings. Each setting will have an additional setting SENCO based on each site, which will allow consistency of support for all children, parents, and practitioners.

SENCO leader: **ROSALIND HYSLOP** (contact via school office: 020 8265 5224)

Special Educational Needs Co-ordinators:

- Marmalade Cat: Emma Deadman and Daniela Cocuz
- Marmalade Caterpillar: Ruby Ramsamy
- Marmalade Bear: Rita Lorincz
- Marmalade Owl: Andrea Palokova
- Marmalade Hedgehog: Francesca Monti

**What should I do if I am concerned about my child's progress or special educational needs?**

The nursery operates an open-door policy with regular opportunities for families to interact with their child's group teacher. If a family has a concern about their child's progress, they can speak directly with their group teacher.

Group teachers are responsible for observing, evaluating, and planning for the specific needs of the children in their group. They will encourage the development of positive relationships and attitudes to learn. Each group teacher aims to support all the families in their key group encouraging their active participation in their child's learning with specific advice and recommendations

The Principal, Head and SENCO at each setting are also available for support and advice on developmental concerns, special educational need, and disabilities.

How does the setting decide whether a child has special educational needs and what extra help they need?

When a child registers at the Marmalade Schools with identified SEND (Special Educational Needs or Disabilities) families will be invited into their setting for an initial needs meeting. During this initial meeting we aim to identify any professionals working with the child to establish support for their successful transition into nursery. We aim to identify initial areas for development to implement a PSP (Personal Support Plan) for the child. PSP are updated termly with parental support and all visiting professionals will be logged noting any recommendations, support, and advice. If a child has a previously identified need, the school will liaise with the services currently involved and request all relevant information.

If concern is expressed relating to a Child's possible SEND by families or the nursery, we will meet initially to review any assessments, current knowledge and identify correlation of behaviours observed at home and nursery.

When a specific need is identified, or children are not progressing at the expected rate, we work with families to identify an appropriate course of action with advice from SENCO leader, setting SENCO, Head Teacher, Group Teacher.

If the SENCO, Group Teacher, and parents feel that the child would benefit from further support, the SENCO leader will instigate further assessments – the decision process must involve parents and the school may consult external specialist providers and enlist their support as appropriate. The progress and strategies used to support the child will be recorded following a graduated approach. This might lead to an EHCP being put in place.

How do you assess and review my child's progress and how will you help me to support my child's learning?

Marmalade Schools recognises parents as the first and most enduring educators of their children. We aim to:

- Support and enhance parents/ careers skills and understanding of their essential role as educators
- Build strong relationships with families providing guidance and encouragement to develop children's prime and specific skills
- Develop and maintain a shared respect, understanding and value for all children's individual families' backgrounds and previous experiences
- Foster open two-way communication between each child's home and nursery



- Tapestry (digital learning journey) – children's progress is regularly updated and published twice a term
- Organise TAC meetings when appropriate

Strategies and procedures

Working with parents in building up a profile of the child's development and needs

- All parents/carers receive initial parent packs with relevant information regarding the policies and procedures of the nursery
- Initial information is also gathered including a 'all about me' and 'initial profile' giving details of the child's background, likes and dislikes and outlining any areas that the child has difficulty with so extra support can be given
- Initial school visit and home visits are offered to each family

Providing opportunities for parents to discuss their child's progress

- Informal chats during start and finish of session
- Weekly Observations on Tapestry and memos when necessary
- Parents are also encouraged to visit the school to assist with topic work i.e. circle time activities/trips etc

Regular feedback and reports detailing progress/concerns /support

Autumn term

- Parent information/syllabus evening
- 2yr progress checks in the Autumn
- Parents' Evening meeting and morning for all children, which is a chance for parents to sit down with their Childs' Group teacher, share their views and talk about their child's development

Spring term

- 2yr progress check for any new children of relevant age
- Parents evenings and morning for all children, which is a chance for parents to sit down with their Childs' Group teacher, share their views and talk about their child's development
- If parents are unable to attend these sessions additional meetings can be organised with the group teacher.

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Summer term

- End of term written report summery of learning and development for all children
- 2yr progress check for any new children of relevant age

Additional meetings/TACs can be held as requested.

Guidance advice and resources to support home learning

- Weekly school home email detailing all important events, news and practical guidance
- Information posted on the School App
- Termly news letter
- Parents' notice board updated on a regular basis
- Daily white board
- Resources are available which parents can borrow to use at home with their child
- Parent teacher association (PTA) meetings



How is teaching and the curriculum adapted to my child's needs?

At the Marmalade Schools we endeavour to enable all children at the nursery to have equal access to educational experiences and the opportunity to develop their aptitudes to the fullest. We believe that the nursery activities should be open to all children, with reasonable adjustments being made for children's individual skill level, ability and understanding.

Group teachers support the development of the children in their key group by providing differentiation, challenge, and support, to allow each child to learn at their own pace. All the Practitioners support the development of challenging experiences and *adapting resources and approaches as appropriate for each child.*

All practitioners work within the guidance of the 'Early Years Foundation Stage 2021' to create an optimum learning environment. We understand that children's learning is a holistic experience and organise and offer a challenging and effective curriculum for all our pupils. We have developed a flexible curriculum reflecting both primary and specific areas of learning. Our adaptable environment is enhanced by access to a wide variety of learning resources and materials.

Staffing and Training

The Marmalade Schools recognises that the provision for children with Special Educational needs and disabilities is a matter for everyone in the setting and that the setting is committed to providing and facilitating attendance at mandatory and additional training to support our understanding of individual interventions and specific needs.

Each SENCO has regular training or information updates provided by Wandsworth Education authority; The Marmalade Schools Ltd welcomes the support of visiting professionals such as Speech and Language Therapists, Portage workers and specialist support services to develop our Personal Support Plans for individual children.

What support is there for my child's emotional well-being?

The Nursery School will take every step in its power to build up trusting and supportive relationships between families, staff, and volunteers in the group. All members of the Marmalade schools adopt an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We aim for parents and pupils to feel free to talk about any concerns and see the school as a safe place.

We aim to make all transitions as smooth as possible supporting the individual needs and circumstances of each individual child and their families. Before a child starts, we gather information in the form of an 'All About me' booklet to support our understanding of the child's current level of development, previous experience, their likes, personality and who is important to them. We aim to use our understanding of each child to ensure they make a confident and secure progression through each stage of their experience at Marmalade Schools.

Each Child has a group teacher who is responsible for making them feel secure, safe and happy in the nursery environment. They will support interaction and the development of positive relationships with the nursery adults and their peers.



All Practitioners are aware and agree with the expected behaviour considering the context of their age and level of development. All our practitioners respect children as unique individuals. They promote positive interactions and aim to model expected behaviours and constructive attitudes to foster an emotionally secure environment.

How do you promote positive behaviour?

The Marmalade Schools seek to foster an emotionally secure environment, which enables positive shared interactions with the emphasis on building mutually respectful partnerships with both adults and children. Our consistent approach encouragement and descriptive praise are the foundation for building positive behaviour.

Behaviour and attitudes that the pupils adopt to their life at the nursery and to each other is the responsibility of the whole staff team. All Practitioners are aware of age-appropriate behaviours, and employ positive reinforcement, visual support and stickers to reward and promote positive behaviours.

What training and specialist skills do the staff supporting children with SEND have or are having?

The Marmalade Schools SENCO leader, Rozzy Hyslop, and all our setting SENCOs regularly attend training provided by the Local Education authority including

- The role of the SENCO
- Any other relevant training sessions

Most of our practitioners are trained in the Early Years sector to level 3 or above. We display a dedication and passion for our profession and continue to reflect on and develop our practices to provide an outstanding learning environment. Each school provides a dedicated staffing team with many years' collective experience in children's development and education.

Marmalade Schools provides high quality care and education for all our pupils and families. We are committed to the continuous development of our environment, practices, and practitioners. We will endeavour to undertake any reasonable and relevant training to meet the needs of children with SEND attending our settings.

What do you do to make the setting environment and curriculum accessible for all children?

Marmalade Schools is committed to providing equality of opportunity for all children and adults, who work, play, and visit our setting. All our settings currently provided some flexibility within their environments which enable use our settings for a range of activities. Where possible we will make reasonable adaptations to our environments to support children with disabilities or an SEN. However due to restrictions of space and differentiations of our settings some adaptations may not always be possible. All disabilities or SEND needs will be considered against the practical restrictions of the individual environments of the Marmalade settings when offering a suitable place for a child.

The Marmalade Schools adopt a positive attitude towards all children's needs and endeavour to enable all children to access a full and challenging curriculum guided by The Early Years Foundation Stage. We aim to provide all children at the nursery with equal access to educational experiences and the opportunity to develop their aptitudes



to the full. We believe that the nursery activities should be open to all children, with reasonable adjustments being made for children's individual skill level, ability and understanding.

How will the setting prepare my child to join the setting and transition to the next school?

Marmalade Schools aims for the children to be safe, stimulated, and happy in the school and to feel secure and comfortable with the staff. We also want parents/carers to have confidence both in their child's wellbeing and their role as active partners, with the child being able to benefit from our environment and the dedicated practitioners. We aim to make all transitions as smooth as possible supporting the individual needs and circumstances of each individual child and their families. We aim to ensure children make a confident and secure progression through each stage of their experience at Marmalade Schools.

Strategies and procedures - transition from home

- All parents/carers receive initial parent packs with relevant information regarding the policies and procedures of the nursery. Initial information is also gathered including a 'all about me' and 'initial profile' giving details of the child's background, likes and dislikes and outlining any areas that the child has difficulty with so extra support can be given.
- Families are invited to an introductory session the term before the child is due to start to allow them to familiarise themselves with the nursery environment and meet some of the other children starting with them. It also gives the parents/carers an opportunity to meet other new parents/carers who are starting.
- Home visits are organised for all children with child's group teacher to meet the child and his/her family at their home in a familiar environment. The group teacher will send a post card to the child displaying a picture of their group teacher and their special peg picture. During the home visit the group teacher will check all key information and answer any questions and queries by the family.
- If a child has a known additional need and is using the Portage service or any other professional body eg SLT – a meeting with all professionals would be arranged at the school, prior to the child starting, to ensure a continuation of care and learning for the child.

During initial settling period we offer a range of support strategies:

- Welcoming parents/carers to stay for a while if their child is unsettled until both the child and the parent feels comfortable.
- Reassuring and guiding parents/carers whose children seem to be taking a long time to settle into the nursery.
- Always calling home within 30 minutes to reassure parents if a child is tearful when the parent/carer leaves.
- Reassuring parents that we will call them to collect their child early if they really do not seem to be settling. Separation can begin with brief periods at first, gradually building up to longer absences.
- **A child will not be taken on an outing from the nursery until he/she is completely settled.**



Children becoming a Butterfly, Cat, Bear, Owl, Hedgehog (rising fours)

- Children spend a morning with their new group teacher
- Children are supported through stories, and circle time talking about being bigger and helping with younger children
- Parents are invited to a meeting with their new group teacher to answer any questions about the Butterfly, Cat, Bear, and Hedgehog or Owl year

Children leaving to go to School (Reception):

- We will ensure that the children are informed about moving onto school through stories, pictures, and circle times.
- We invite teachers at the schools the children will move to, to visit the children in the nursery environment.
- We have a special circle time where children can share new uniforms, school bags, pictures and talk about the transition.
- Tapestry learning journey reports are passed to the new school on USB memory sticks/ or directly to the school digitally and we will prepare any reports necessary to help the children's transition to school
- Principal, Head and Butterfly/Bear/Cat/Owl/Hedgehog teachers visit Schools and meet with Reception coordinators and teachers.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

The Marmalade Schools believe that children benefit most from early years education and care when parents and settings work together in partnership. We aim to provide positive support to all our families and have developed links with the local private and state schools, Wandsworth/RBK and C, Hammersmith and Fulham Education Departments and the early years and childcare section. These links provide support and advice opportunities from a range of child centred professionals including speech and language therapists, behavioural specialists and occupational therapist.

We will always work closely with families and parents' consent will always be sought before referring a child to an outside agency.

If a child has a known disability or SEN and is using the Portage service or any other professional body eg SLT – a meeting with all professionals working with the family would be arranged at the school, prior to the child starting, to ensure a continuation of care and learning for the child.

What will you do if my child has medical needs?

The setting should be informed of any medical needs of children during the registration process to ensure any relevant advice, training and adaptations can be implemented where possible. Your child's medical care needs will be discussed and agreed with you and the setting before your child starts to ensure continuity of care.

Parents/carers who wish prescribed medicines to be administered during the session must fill in a medicine form where all details of the medicine should be clearly given plus times of necessary administration. When any medicine is administered there will be 2



members of staff present and a thorough procedure for administering and recording medication is adhered to. All medicines kept at the setting will be placed in the medicine cabinet. All medicines will be documented with expiry dates listed and monitored.

All our staff hold a current paediatric first aid training certificate (relevant to babies and young children) We now only employ staff with a current first aid certification.

What should I do if I am unhappy with my child's support or progress?

Marmalade Schools believes that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We always hope that you will be happy with the service provided and that you might like to voice your appreciation to the staff concerned. However, we are open to the concerns and queries that may arise and operate an open-door policy. Most complaints are dealt with immediately by the Head Teacher and usually a resolution is reached within 24 hours.

If a parent wishes to make a complaint or raise a concern about SEND the Marmalade School's established complaints policy would be followed.

Strategies Stage 1

- If any parent should have cause for complaint or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's Group Teacher or Nursery Head
- A complaint can be received by any member of staff
- The Head Teacher must be made aware of any complaint as soon as possible
- Any oral complaint must be summarised in writing by the person who receives it
- The complaint is investigated by the Head Teacher who ensures that a written or oral acknowledgement is provided to the complainant within 5 working days of receiving a complaint
- If no further communication is received from the complainant within 25 working days it is assumed that the matter has been resolved

If the complainant is not satisfied, then we would move to stage 2

Stage 2

- If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then these concerns must be presented in writing to the nursery Principal.
 - The principal will then investigate the complaint and report back to the parent within five working days.
 - This will be fully documented in the complaints record and will detail the nature of the complaint and any actions arising from it.
- (Most complaints will be resolved informally at stage 1 or 2)

If the complainant is not satisfied, then we would move to stage 3

Stage 3

- The principal would ask the complainant for further information and evidence relevant to the complaint and a meeting will be called
- A formal meeting should be held between the principal, parent, and a senior staff member to ensure that it is dealt with comprehensively.



- A record of the meeting will be made along with documented actions. All parties present at the meeting will review the accuracy of the record, sign to agree and receive a copy, which will signify the conclusion of the procedure.

If the complaint is not resolved, then we would move to stage 4

Stage 4

If the matter cannot be resolved to the satisfaction of either party, then parents have the right to raise the matter with Ofsted. Tel No: 0300 123 4666

or write to:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Telephone: 0300 123 4666

Email: enquiries@ofsted.gov.uk

Website: www.ofsted.gov.uk/parents

A record of complaints will be kept in the nursery. Parents will be able to access this record if they wish to, however all personal details relating to any complaint will be stored confidentially and will be only accessible by parties involved. Ofsted will have access to this record at any time during visits to ensure actions have been met appropriately.

Where can I go for further advice and support? For Wandsworth LA:

- The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260
- **More information** about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on The Family Information Service website at <http://wandsworth.childrensservicedirectory.org.uk/>. Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899. *(NB – this can be replaced with link to local offer website when available)*

For Royal Borough of Kensington and Chelsea:

www.rbkc.gov.uk to find details of the SEND local offer

For Fulham and Hammersmith:

www.lbhf.gov.uk

The Stephen Wiltshire Centre duty line (02087534443) open 10am-4pm for advice for and information for families of disabled children.



We value the importance of sharing this information with our parent body and recognise their feedback on an ongoing basis.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email marmaladeschools@gmail.com.com

Reviewed and revised September 2026