Somerset Nursery School and Children's Centre

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CONTENTS
Welcome to Somerset Nursery School and Children’s Centre.............................................4
Our Vision .................................................................................................................................4
About the Nursery School and Children’s Centre .................................................................5
THE NURSERY SCHOOL........................................................................................................5
ROBIN ROOM..........................................................................................................................5
FAMILY ROOM .........................................................................................................................6
Practical Information ..............................................................................................................7
Admissions ...............................................................................................................................7
Home Visits and Settling Arrangements ...............................................................................8
Bringing and Collecting ..........................................................................................................8
Clothes ....................................................................................................................................8
Attendance and Punctuality .....................................................................................................9
Health ....................................................................................................................................9
  SICKNESS.............................................................................................................................9
  ADMINISTERING MEDICINES...........................................................................................9
  SUN PROTECTION ...............................................................................................................9
  VISION TESTING .................................................................................................................9
Learning in the Early Years ....................................................................................................10
The Early Years Curriculum ....................................................................................................10
  Prime areas .........................................................................................................................10
  Specific areas .......................................................................................................................10
  The Learning Environment .................................................................................................12
Observation and Record Keeping .............................................................................................13
Rights Respecting Schools Award .........................................................................................14
Special Educational Needs ......................................................................................................14
Equal Opportunities ...............................................................................................................14
Behaviour Policy .....................................................................................................................15
Safeguarding Children ............................................................................................................15
Confidentiality ..........................................................................................................................16
Partnership with Parents .......................................................................................................17
Our Governing Body ...............................................................................................................17
Our Children’s Centre Advisory Board ...............................................................................17
Our Parents Forum ..................................................................................................................17
Complaints .............................................................................................................................17
Staff List ..................................................................................................................................18
Governing Body ......................................................................................................................19
Are you interested in becoming a Governor? ...........................................................................19
“We hope that your child’s first experience of the centre and school will be happy and exciting; we want children and their families to enjoy being with us at Somerset. At Somerset we are keen to improve our practice, and welcome any thoughts and ideas you have. Staff are always here to answer questions, and if you have any concerns I am here to help. I am happy to respond to letters, emails (admin@somerset.wandsworth.sch.uk), and will always make time to talk. We hope that you and your child have wonderful memories of Somerset that stay with you forever.”

Louisa Halls - Headteacher

Our Vision

The staff, parents and governors worked together to develop a shared ‘vision’. This vision identifies what we feel is most important for our children and families.

<table>
<thead>
<tr>
<th>Our Vision for Somerset Nursery School and Children’s Centre</th>
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<tbody>
<tr>
<td><strong>Learning and Development</strong></td>
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<tr>
<td>Children are interested, enthusiastic, engaged and supported</td>
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<td>in their learning to achieve their full potential.</td>
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<td>Children are facilitated by skilful, responsive adults,</td>
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<td>feel acknowledged and recognise their achievements,</td>
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<td>developing a life-long love of learning.</td>
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<td><strong>Enabling Environment</strong></td>
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<td>Children experience a stimulating, vibrant, challenging,</td>
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<td>inclusive environment where they pursue their own</td>
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<td>curiosities, take risks and discover from first-hand</td>
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<td>experiences.</td>
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<td>Adults with vision and understanding enable independent</td>
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<td>learning. Children explore freely indoors and outdoors</td>
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<td>throughout each session.</td>
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<td><strong>Unique Child</strong></td>
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<td>All children thrive through positive and trusting</td>
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<td>relationships and a deep knowledge of the individual.</td>
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<td>Children become independent and creative learners</td>
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<td>through opportunities which recognise and support each</td>
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<td>unique character.</td>
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<td><strong>Positive Relationships</strong></td>
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<td>Representing the whole community by forming enriching</td>
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<td>partnerships with families, children, and staff across our</td>
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<td>local and global community.</td>
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<td>Sharing knowledge, experience and strategies in partnership</td>
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<td>to achieve children’s full potential.</td>
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Our Centre provides three core services;
1. Maintained nursery school education for three to four year olds
2. Early access to education for two year olds in our Robin Room
3. Children’s Centre services in our Family Room

This section provides a summary of the provision made by each of the three services, with more detailed information relating to learning and development, and practical organisation outlined in other sections of the brochure.

**THE NURSERY SCHOOL** offers sixty full-time equivalent places for three to four year olds. This includes both fulltime and part time places. The free, fulltime places of 30 hours a week, consist of, 15 universal hours and 15 additional hours.

To be eligible for the additional 15 hours and a fulltime place, parents/carers must qualify and meet the eligibility criteria. Children who have a full time place will stay for lunch and dinners are charged for, per meal, per day. Please ask the office for details or visit [https://www.childcarechoices.gov.uk](https://www.childcarechoices.gov.uk)

If you would like a fulltime place but do not qualify for the additional funding please ask the office for details about our fee paying option.

Part time places of 15 universal hours are allocated to set am or pm sessions, which run 5 days a week. All pupils whether fulltime or part time, are expected to attend every day.

Provision is managed by two class teachers alongside a team of highly experienced nursery nurses and teaching assistants.

Each staff member works closely with a group of children and their families; visiting families at home before settling, supporting the settling process, monitoring progress, and meeting with families to make individual learning plans. Once children are settled, they quickly become familiar with all staff. Staff support children’s learning in a range of ways including; leading planned activities, supporting children’s exploration of materials, and modelling and supporting the development of language and skills appropriate to the task at hand.

The environment is spacious, light, and modern with access to a well-equipped outdoor area. Children are able to move between the indoor and outdoor areas throughout the session until story-time.

**ROBIN ROOM** is our provision for two year olds with morning and afternoon places for families referred by
the Early Years Multi Agency Panel and other professionals. There are also places set aside for children where parents qualify for 2 year old funding and a fee paying option for parents who do not qualify for this additional funding. Provision is managed by a class teacher who works with two nursery nurses, and collaborates with other professionals, providing individual learning plans for each child. The Robin Room team offer a supportive nurturing environment for our youngest children, and follow the Early Years Foundation Stage guidance to ensure provision meets children’s developmental needs. Robin Room has a well-equipped indoor space and beautiful sensory garden. Children have access to a sensory room, sessions in the Family Room and also have opportunities to spend time in the nursery school. These experiences enrich children’s learning and are built into individual learning plans when it is appropriate for each child’s development. Robin Room is located next to the Family Room and accessed through the Children’s Centre reception area.

**FAMILY ROOM** is run by a Children’s Centre Manager with the support of Family Services Workers. The team organise activities for families with children from birth to three years. The Centre is open for a minimum of 48 weeks a year, with an adjusted timetable for school holidays. Activities are tailored to meet the needs of our local community; each term’s new timetable is based on feedback from families, identified local needs and consultation with other children’s centres in the area. The current timetable is available at the Children’s Centre reception and on our website.

The centre offers a mix of ‘Learn and Play’ drop-in sessions and targeted workshops and courses. The ‘Learn and Play’ sessions are run on a drop-in basis and provide families with a chance to engage in a range of play experiences with their child, meet other parents and talk with professionals to get advice relating to the learning and development of their child.

The workshops and courses run are designed to support families in specific areas and require advance booking.

Examples of these include;
- Language and Play run by the Speech and Language Therapy team
- Parenting workshops run with outside partner agencies
- Baby PEEP course for babies under one.

We work closely with other agencies to provide on-site access to a range of professionals. These include;
- An Early Years Speech & Language Therapist offering ‘Talk Shop’ sessions and individual support.
- Newpin, supporting families with child development, behaviour and routines, parent anxiety and depression, relationship difficulties and budgeting.
- A visiting Educational Psychologist offering support on children’s behaviour and learning.
- A Contact-A-Family worker, providing support for parents of children with additional needs.
- The locality Health visiting team who run a Well Baby and Child clinic and support weaning workshops and postnatal groups.

Please check the current timetable on our website or in Reception for details of all activities. For more information about becoming involved in the development of children’s centre services please read ‘Parent Partnership’ (p24)
Please note:
All of our activities are FREE, however we prioritise families from the centres ‘reach’ area. Please contact the centre to find out if you are in our area.

Families attending any session need to complete a Wandsworth Children’s Centre registration form. These are available from the Children’s Centre receptionist. Further information can be found on our website, www.somerset.wandsworth.sch.uk

Admissions

NURSERY SCHOOL
Guidance set out by Wandsworth Local Authority gives priority to;

1. Children looked after, or who have an allocated social worker who has provided written support of the application.
2. Children who are recommended for a place following an action plan agreed by a multidisciplinary group e.g. a ‘Team Around the Child’ (TAC) or the Early Years Multi-Agency Panel (EYMAP). Parents who want their needs to be considered by a multidisciplinary group should contact a health professional or the local Children’s Centre (CC) who will complete an assessment of their need using the Common Assessment Framework (CAF).
3. Children with professionally supported educational, medical or social needs. When deciding whether a child has an educational, medical or social need, the Headteacher will consider the child’s needs or circumstances, supporting evidence from other professionals, and the availability of nursery classes in neighbouring schools.
4. Children who live nearest to the school by a straight line between your home and the centre of the school site calculated by Wandsworth Council’s Geographical Information System.

If places are still available, children from further away will be considered. For full details of the admissions policy refer to ‘Starting School in Wandsworth’ – available on request, or look at the following web link;

http://www.wandsworth.gov.uk/info/200076/nursery_schools/39/nursery_schools

ROBIN ROOM
There are places in the morning and places in the afternoon. Places are given to the children with the greatest need through referral or a Team Around the Child (TAC) meeting.

Times

NURSERY SCHOOL AND ROBIN ROOM

Morning session: 9.15am to 11.45am
Afternoon session: 12.45pm to 3.15pm  
Full time session: 9.15am to 3.15pm

Children should arrive promptly and need to be registered before 9.30am or 12.45pm every day so that the session can begin. Please telephone the School Admin Assistant in The Nursery before 9.30am to book a lunch if your child will be arriving late.

11.45am and 3.15pm are the latest times for collecting your child. Please come five minutes earlier so that you can collect pictures, find coats and see the staff etc.

To ensure your child’s security, the door is locked during the morning and afternoon sessions. Please close the door securely on your way in and out of the building.

FAMILY ROOM
Times for activities in the Children’s Centre vary. Please look at the timetable, notices or website to check.

Home Visits and Settling Arrangements
Once your child has been given a place in Robin Room or the nursery school and it has been confirmed you will be sent a date for a ‘home visit’. This visit allows staff to get to know you and your child before starting school. On the day two members of staff will visit; one spending time playing with your child giving you the opportunity to ask questions, or share any concerns, before your child starts school.

Bringing and Collecting
Children must be brought and collected by an adult i.e. a person over sixteen years old. Children will not be allowed home with an unknown adult. Please inform the Headteacher or the School Admin Assistant if anyone different is collecting your child.

We would like you to settle your child at a chosen activity before you leave. Please don’t forget that if staff are working with a group of children they may not be able to talk to you immediately, but they will be happy to make an appointment.

 Clothes
Your child will be exploring with paint, glue, clay and other ‘messy play’ materials. They will also be moving between indoor and outdoor experiences throughout the session. In light of this please choose clothes with the following in mind;
  * Sleeves that can be pulled up easily i.e. not tight or with buttons, will help avoid wet or paint covered clothes.
  * Comfortable shoes are important too as your child will be running, jumping and climbing. Fashion shoes or flip-flop style sandals are not suitable and can be dangerous.
  * If your child wears boots in wet weather, please send a pair of indoor shoes in a bag so that s/he can change.

Every child has their own peg to hang their outdoor clothes on, but things inevitably can get muddled or mislaid.

Please mark your child’s name in gloves, scarves, hats, boots and coats. This will help us save a great deal of time in searching for lost clothes! Thank you.
Attendance and Punctuality

Somerset Nursery School and Children’s Centre is run by Wandsworth Borough Council. The education we provide is carefully planned, monitored and inspected by OFSTED.

Although nursery education is non-statutory, there are good reasons why it is important that children attend regularly and punctually. There is a very high demand for places here and we ask all parents and carers to cooperate by making good use of the provision we offer. Regular attendance is vital for; continuity of learning, the development of confidence, good relationships, and good routines which will last throughout life.

- Please make sure that your child comes to Somerset every day, on time.
- If your child is unable to attend, please let us know the reason as soon as possible by phoning the school by 9.30am.
- Please arrange to take your holidays during the school holiday period.

See our Attendance and Punctuality policy for further details.

Health

SICKNESS

We would like children to attend regularly so that they do not miss out on what is going on, but please do not bring your child if they are unwell i.e. has a temperature, is tired or listless, has the early miserable stages of a bad cold, or any other symptoms which might be infectious to other children. If a child has vomited or had diarrhoea they should be kept at home for 48 hours after the last bout and they are clear. However much your child wants to come- you are the boss! Please let us know if your child is going to be away and if they have any infectious disease.

ADMINISTERING MEDICINES

We can only give out prescribed medicine in school e.g. children with inhalers to control asthma. This must be arranged with the Headteacher and instructions documented and signed.

SUN PROTECTION

In order to protect children on hot summer day’s vulnerable areas such as shoulders and backs need to be covered. In addition staff will apply sun cream when necessary once a permission slip has been completed by parents and carers. We keep a supply of hats for the children to wear outside in sunny weather, and ensure that children play in the shade and keep hydrated.

VISION TESTING

The Orthoptist comes in once a year to check the eyesight of children four years and over.

Snacks and Drinks

We do not allow sweets, snacks or drinks in the centre as they are so bad for children’s teeth, can cause arguments, and can cause allergic reactions to other children. Staff plan healthy snack experiences, and ensure water and milk is available throughout the session. In this way we can monitor what children are eating and drinking and can ensure children are safe.

We have achieved the Wandsworth Healthy School Award and with this in mind, we ask parents to refrain from sending in cake or sweets to celebrate birthdays. However, healthier options such as fruit are encouraged.
Toys
If possible please discourage your child from bringing toys as they cause ownership disputes and can easily get lost. However, if your child is really excited about something they have experienced it can be a great opportunity to extend their learning in school. Speak to staff at the start of the session about how your child can best share their interests.

To Take Home

LIBRARY
Books can be borrowed as often as you like from the library. Please borrow one at a time remembering to record it in the book provided. Each child will have a named plastic wallet for their library book, and a comment sheet for you to log the book chosen and how your child enjoyed it. Children will enjoy, and learn from, returning to a familiar book time and time again. Please talk to staff if you have questions about sharing books and reading with your child.

Learning in the Early Years

The Early Years Curriculum
The revised Early Years Foundation Stage (Early Years Foundation Stage, DCSF, 2008) came into statutory force in September 2012. It provides both a statutory framework; setting out the legal requirements relating to learning, development and welfare; and practice guidance which sets out three prime and four specific areas from birth to five which are;

Prime areas
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas
- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

The principles which guide our work are grouped into four themes;
A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent from a base of loving secure relationships with parents and a key person.

Enabling Environments - The environment plays a key role in supporting and extending children’s development and learning.
Learning and Development - Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. Within this framework we develop learning experiences which allow children to build on their own experiences and interests. The nursery school produce a termly plan which identifies possible learning based on seasonal events, festivals, and things significant for the children e.g. ‘starting school’. Look out for the ‘parents planning sheet’ available in the school reception area.

Personal, Social and Emotional Development
This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

- We want to ensure that all children have the opportunity to develop positive attitudes towards themselves; be self-assured with a positive sense of self-esteem.

- We also want children to develop joy in exploring and discovering the world around them; developing positive attitudes towards learning; to be excited and motivated; interested and curious; willing to take risks in order to discover and learn. Ultimately we want children to be confident, enthusiastic, and independent learners.

‘Communication & Language’ and ‘Literacy’ Development
This includes communication, speaking and listening in different situations and for different purposes, being able to read a wide range of books and reading simple texts and writing for a variety of purposes.

- We want all children to develop their communication, speaking and listening skills so we create a wide range of exciting and stimulating situations and opportunities for them to develop in confidence and ability.

- We want all children to develop a joy for literature and a positive attitude towards their own abilities in literacy; to be confident and enthusiastic in developing their mark making and excited in beginning to decode literacy.

Physical Development
This is about improving skills of coordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

- We want all children to feel confident, competent and skilful. We provide a wide range of equipment and activities that will encourage the development of both fine and gross motor skills.

- We believe that movement and sensory experiences are vitally important for young children’s learning and provide plenty of space for outdoor play and exciting sensory materials.
Mathematics
This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play so that children can enjoy using and experimenting with numbers, including numbers larger than ten.

- We want all children to show curiosity about the maths in the everyday things they do, and become inspired to use and apply mathematical concepts enthusiastically and confidently throughout their play.
- We want children to develop a positive attitude towards their own abilities to reason, question and problem-solve.

Understanding the World
This involves developing the crucial knowledge, skills and understanding that help children to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communication technology.

- We want children to develop positive attitudes towards learning; to be curious and interested; observant and questioning; predict, experiment and interpret, to care and be responsible.
- We want all children to develop a passion for the exploration and investigation, developing a sense of awe and wonder for the world around them.

Expressive Arts and Designs
This is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning also includes art, music, dance, role play and imaginative play.

- We are passionate in supporting children’s creativity and want all children to become confident and independent in their thinking and their learning.
- We encourage children to explore their own interests, supported through a wide range of experiences and activities that remain over days or weeks, uninterrupted, to allow children time to develop and extend their skills, knowledge and understanding.

We plan experiences which relate to other activities; encouraging and developing links for children in their learning – supporting and enhancing learning.

For further information on developments in early year’s curriculum refer to www.education.gov.uk

The Learning Environment
Young children learn most when they are interested, involved and motivated by relevant activities. They learn by exploring and investigating at their own pace with lots of opportunities to talk about their experiences. Activities across the centre are planned each day to provide a wide range of meaningful experiences which foster individual development.
**Learning through play** - we do not distinguish between ‘work’ and ‘play’ because at this age play is the medium through which the children learn. We encourage concentration, involvement and persistence, and where possible completion of a self-chosen task.

**Adult-led activities** - every day there will be special planned activities where the staff will be working with groups of children – these will be appropriate for the very young and the older children.

**Child-led activities** - staff work closely with individuals and groups of children to extend their understanding, learning and language at activities they have self-chosen.

**The enabling environment** - there is a wide range of provision available every day. The nursery school and Robin Room have a book corner, writing area, workshop area, science and nature area, music area, maths table, computer area, large and small construction equipment, and a home corner with dressing up clothes. Robin Room also has a wide selection of sensory toys and materials, and cause-and-effect toys for children to explore.

The environment is well organised; with materials and equipment clearly labelled with photographs. This encourages children to become independent in finding and returning equipment, and also provides a sense of security and routine.

**Learning outdoors and with natural materials** - children are able to choose whether they work indoors or outdoors. We place a high value on outdoor play, and this provision is planned to develop and support children’s all round development. The garden areas for the nursery school, Robin Room and Family Room offer a flexible space with areas to set up to encourage play and learning that can change from week to week. There are opportunities to explore natural materials indoors and outdoors including; water, sand, clay, and salt. Children are encouraged to care for nature; growing plants, weeding the flower beds, identifying insects, and caring for the animals we keep at the centre.

Children learn through experiencing the changing weather and seasons; e.g. exploring shadows and rainfall, learning to take care of themselves in the sunshine, and noticing changes in the garden.

**A Safe Environment** - Staff ensure that all areas are safe, clean and secure at all times. Children are encouraged to take part in tidying up and care of the centre.

**Observation and Record Keeping**

The work we do in school is based on the needs of the children, i.e. we start assessing the child’s learning needs and then provide appropriate experiences to develop his/her own understanding.

**Individual Records** - are kept on all the children. They contain information from parents, children’s views, written and photographic observations of the children’s achievements, information about development of skills and competencies, dated samples of work, and individual learning plans. Each child has one member of staff who is responsible for these records, and for sharing information with parents on a regular basis.
**Sharing Information** - During the year members of staff will share progress and individual learning plans with parents. When children transfer to primary school a summary of progress is written and shared with parents. A copy is then sent on to the receiving school.

**Rights Respecting Schools Award**
In July 2011 we achieved Level 1 of the UNICEF Rights Respecting Schools Award. The RRSA is an initiative run by UNICEF, which encourages schools to place the UN Convention on the Rights of the Child at the heart of its ethos and curriculum. This initiative supports schools in addressing the 42 Articles of the United Nations Convention on the rights of the Child within their curriculum.

As a Rights Respecting School we help children to understand the concept of rights and responsibilities and we model rights and respect in all our relationships. This work has built on our already inclusive, caring school atmosphere.

We will continue our commitment to the 42 Articles of the United Nations Convention on the rights of the Child in our ongoing work with children and families across the centre.

For more information look at this website: [http://www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa)

**Special Educational Needs**
As part of our Inclusion Policy one of our main roles as a Wandsworth Nursery School and Children’s Centre is to offer a number of our places to children with a range of special educational needs.

We aim to provide a rich and stimulating environment and a curriculum that meets the diverse educational needs of all the children who come here. We recognise that children’s needs vary and our organisation is designed to ensure that each individual gains maximum benefit from our provision. For some children this will mean offering particular support to access the curriculum, and may mean seeking specialist support from other services.

We aim to ensure that our procedures will facilitate the early recognition of the special educational needs of our individual children, and that we meet these needs through regular assessment, discussion with parents and other professionals and careful planning. We believe that intervention at this early stage can make a crucial difference to the child’s successful entry into primary school and achievement throughout life.

We support an inclusive policy for children with different needs whether they are physical, emotional or developmental.

Belinda Murray is our Special Educational Needs Coordinator (SENCO). If you have any concerns regarding your child’s speech, hearing, vision or general development Belinda will be happy to talk these through with you and put together a programme of support. There is a Governor with special responsibility for overseeing Special Educational Needs provision. *Please see Staff List p21 for details.*

**Equal Opportunities**
Each child is valued as an individual. We ensure that we offer equality of opportunity to all children in every area of our school life. We encourage children to value and respect each other’s differences and aim to reflect different cultures and backgrounds in our activities.

Please read our policy on Equality for further information.
Behaviour Policy

Our aim is to encourage and develop a child’s self-discipline. Nursery staff, give positive encouragement to reinforce good behaviour. They speak quietly and calmly to the children pointing out inappropriate behaviour. In case of disputes they will listen to the children and help them to negotiate with each other, often suggesting strategies to help them if behaviour is repeated. In the case of very anti-social behaviour, staff, work with parents to agree a common approach.

SCHOOL STATEMENT ON SAFEGUARDING CHILDREN

The Governors and staff of Somerset Nursery School and Children’s Centre fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We also recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. The Headteacher, staff and Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupils’ concerns will be listened to and acted upon.

We are legally required to investigate and report to the appropriate authorities if we have any reason to suspect that a child is suffering from any kind of abuse. The school will raise Child Protection / Safeguarding concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Please remember that mobile phones or devices are not allowed to be used in the classrooms or outdoor learning areas. Thank you for your cooperation regarding this matter.

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.
The school works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

Project Tearose is an information sharing agreement between the Metropolitan Police and Wandsworth Borough Schools.

If police have responded to a domestic incident and there are children in the family, Project Tearose will disclose this incident to the child’s school. The actual content of the information shared is kept to the minimum, i.e. outlining the offence, but without specific details.

At Somerset information is shared with the Designated Safeguarding Lead, Louisa Halls, Headteacher, and is treated as sensitive and confidential.

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child, and so that support can be offered to your child if necessary. The school is part of the network available to support you and your child.

Make yourself familiar with our safeguarding policy which is on our website at: www.somerset.wandsworth.sch.uk

If you have any concerns about children’s safety please discuss them with our head teacher or you can contact the MASH Referral and Assessment Service on Tel: 0208 871 6622 or email: MASH@wandsworth.gov.uk

Confidentiality

We hold confidential information on all the children who come to the centre. We undertake to treat all this information with care, to keep it safely and away from public view. Information about children may be shared between staff or with other professional but only for the purpose of planning or providing for their needs. Some information may be stored on our computers which are secure.

If you need to speak in confidence with a member of staff we can provide a private place to talk. You have the right to see your children’s records at any time, but we may need some notice so that we can arrange for you to be seen in private. We will never disclose information that you have given us in confidence unless we think that a child may be at risk of harm. We will always act in the best interests of your child.

For more information please read our Confidentiality and Data Protection Policy available at reception.
Partnership with Parents

Children learn best when there is a natural continuity between home and school, and when parents and staff work together to share responsibility for their child’s development.

We like parents to be involved in all aspects of the school, ranging from helping in the classrooms, reading stories to individual children, working with small groups, helping with visits, and supporting with fund-raising etc. We also provide opportunities through the year for you to discuss your child’s progress. This enables staff to work in partnership with parents; working together to help your child and plan for their individual needs. To become more involved in the life of the centre you may want to consider being part of one of the following;

Our Governing Body
Our governing body is made up of members of our school and local community. They work closely with the Headteacher as part of the school leadership team with responsibility for strategic planning and policy development. They work as a team to make sure the school provides a good quality education for all its pupils; meeting at least three times per year.

Our Children’s Centre Advisory Board
The advisory board works with local families, the wider community and local agencies; identifying gaps and developing services for local families to improve all the five outcomes of Every Child Matters for all young children.

Our Parents Forum
This is a more informal way to share your thoughts on the development of the services in the centre.

Complaints

We always aim to work in close partnership with parents and carers, working on the best interests of the children. However, if you have any concerns about your child or the centre, please bring them to our attention as soon as possible. We will always take your views seriously and do our best to resolve any problems.

You can talk to any member of staff who will pass your concerns on to the Headteacher if necessary. Alternatively you can talk directly to the Headteacher. We will respond to you as quickly as possible, but please allow us enough time to think carefully about the problem.

If you wish to make a formal complaint there is a procedure to follow. This is set out in the Complaints Policy which you can ask to see at any time and is available in the reception areas of the centre. To contact any one of the Governors please leave a message with the Office, or contact the Chair of Governors.
Staff List

Head Teacher
Special Educational Needs Co-ordinator (Teacher)
Louisa Halls
Belinda Murray

ADMINISTRATIVE AND SUPPORT TEAM

Business Manager
School Admin. Assistant
Children’s Centre Admin. Assistant
Premises Officer
Dinner time helper
Teaching Assistant
Cook, Edwards and Ward Catering
Rachel Rollerson
Alia Ahmad
Cathy Conn
Sue Williams
Christine Harvey
Denise Braithwaite

NURSERY SCHOOL

Teacher
Teacher
Natalie Chalaby
Kellie Schrader

HLTA
Nursery Nurses
Kate Sutcliffe
Sharon Mahlangu
Denise Braveboy
Elaine Ewin
Julie Wilkes

FAMILY ROOM

Children’s Centre Manager
Family Services Worker
Siobhan English
Jane Ffoulkes

ROBIN ROOM

Teacher
Nursery Nurse
Nursery Nurse
Janet Gopaul
Claudine Ingabire-Anifowoshe
Our governing body is made up of members of our school, and local community. We work closely with the Headteacher as part of the school leadership and take an active interest in what happens at Somerset. We have responsibility for strategic planning and policy development. We work as a team to make sure the school provides a good quality education for all its pupils. You may contact the governors in writing via the school office.

From September 2018 our Governing Body will be made up of 11 governors including:

- 1 Headteacher
- 1 elected parent governor
- 1 elected staff governor
- 1 local authority governor
- 7 co-opted governors

The Governing Body has many specific responsibilities as defined in the School Governance Regulations. They include:

- The responsibility for the conduct of the school.
- Setting targets in standards and achievement.
- Statutory responsibilities regarding Special Educational Needs and Disability.
- Ensuring policies relating to the school’s operation are prepared and are reviewed regularly.
- Providing information for parents.
- Financial management and meeting the Schools Financial Values Standards.
- Personnel matters, including staff appointments as appropriate.
- Management and maintenance of buildings.
- Pupil discipline and behavior.
- Monitoring and evaluating the activities of the school.
- Drawing up an Action Plan after an inspection by OFSTED and overseeing its implementation.

The Governing Body delegates all of its functions to a committee and most of the day to day decisions to the Headteacher.

**Are you interested in becoming a Governor?**
Contact the Headteacher of the Chair of Governors in the first instance so we can arrange a chat. There is always a need for dedicated and committed members of the public, the local community and parents to serve as governors supporting this vibrant school.
Operational Committees include:

1. Curriculum & Achievement
2. Resources
3. Children, Families and Community

All committees report directly to the Full Governing Body

Appointed by London Borough of Wandsworth
Emmeline Owens (Chair of Governors)

Elected by the teaching staff of the school
Elected by the support staff of the school
Belinda Murray

Parent Governors
Imogen Fagan

Co-opted Governors
Moiria Begbie (Vice Chair and SEND Governor)
Winfred Musiitwa
Beatrice de Beaufort
Helen Tovey
Tory Hyndman
Taras Fellah
Rhodri Morgan

Head Teacher
Louisa Halls