

Community Grants 2017/18

FINAL REPORT TEMPLATE



Wandsworth
Clinical Commissioning Group

NHS Wandsworth Clinical Commissioning Group

The purpose of this grant is to support community and voluntary sector organisations to:

- work with disadvantaged communities, and those most at risk of poor health
- ensure those most often unheard are enabled to strengthen their voice about their healthcare needs to shape NHS services in Wandsworth and improve access to appropriate and local healthcare
- help groups to tackle health inequalities by supporting people to live healthier, happy lives

Please use this template as a guide to the main points that should be covered in your final report. You can be as creative and expressive as you like in your report and how it is presented. It is not necessary to stick to this template as long as you cover all the points below:

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1. Who were the beneficiaries of your project?

Small Steps supports babies and young children with physical disabilities, up to the age of 5, and their families.

2. Please tell us how you promoted equality, diversity and inclusion?

All the children who attend Small Steps have a physical disability affecting movement and posture. Some of the children have complex medical issues, and/or sensory impairments. Sessions are designed specifically for the needs of each child. We use sensory toys, motivating and specialist equipment to help the children develop skills in all areas of their learning. We teach and use Makaton sign language to reinforce communication skills. We have close links with Health Visitors, Portage and other settings through which our families are referred to us. Parent can also self-refer and there is no charge for attending sessions at Small Steps. We have families from diverse backgrounds who attend, as physical disabilities occur across all racial, cultural and socio-economic backgrounds. We can arrange for interpreters as required for parents and our classes are fully accessible. We have an Equal Opportunities, Equal Opportunities in Employment and Equal Opportunities & Translation policies in place.

The 'Small Steps, SfP' curriculum is planned and delivered over a three-year cycle according to individual children's needs. Staff ensure, that the resources used in all curriculum areas are multicultural, non-elitist, reflect cultural diversity and contain positive images. Small Steps sessions offer structure, repetition and routine but the curriculum offers as much variety as possible in terms of morals, stories and information offered to the children. The topic 'Countries' offers particular opportunities to access accurate information about similarities and differences between cultural groups. Sessions are planned incorporating multi-sensory elements including sounds/music, literature, foods, flavours and fragrances from different parts of the world. Session planning may include celebrations such as Holi, Easter and Divali.

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3. What did you do?

We ran a weekly, 2 hour session for up to 5 children and their parents during January 2018. The sessions followed a structured sequence of activities specifically planned and devised to address all areas of a child's development. There was singing, fun and play. We concentrate on the positive and every achievement is celebrated, no matter how small. The sessions are led by a team of specialist Conductor/Teachers and Physiotherapists and parents are 'hands on' with their child, learning skills they can continue to use at home. Sessions are based on the principles of 'Conductive Education', a system developed in Budapest at The Peto Institute. This method is about active learning, a holistic approach which incorporates therapy and play into the daily routine. Children participate in groups, in a series of physical tasks, in order to enhance their abilities across all areas of development; sensory, physical, social, emotional and cognitive.

4. How did you measure the impact of this project? How did your achievements compare with what you set out to do?

The children have individual targets in all aspects of their learning. Their progress and achievements are recorded after every session and every achievement is celebrated, no matter how small. Here are some of the reports from the sessions funded by this grant:

"M continued to work on all areas of his development. He has really grown in confidence. He uses his voice during interactions more. He is very good at making eye-contact and letting you know what he wants. His biggest achievement this term that he started to take independent steps"



'Head, shoulders, knees and toes'



Standing at The Parallel Bars



Fine Motor Skills

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“D has had a fantastic first term at Small Steps and within a few weeks he became one of the most confident members of our Tues pm.. He knows all his friends and is happy to interact with them and adults. He is very social and functioning on a high level cognitively. He follows instructions and likes to interact with people around him”



Good Sitting with Feet Flat



High Kneeling Practise



Making Handprints

The general aims for this particular group include: improving independent mobility skills, improving balance when sitting on the floor and stools, to improve weight bearing through arms and legs, to participate in action songs, to use Makaton signs, to participate in hand washing, taking socks on and off and finger feeding. The children are assessed each term and may move to a different group if it would be more appropriate for their needs. Each group is working towards different aims. Some children have profound and multiple disabilities and need maximum support whilst others may be more mobile and working towards taking independent steps.

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5. What went well?

The Topic for the Spring Term 2018 was 'The Weather'. The topic is incorporated into each of the physical tasks so that the children are motivated and engaged. The group was busy, colourful with songs and rhymes to help focus and reinforce learning. The reports show that the children all made progress and all their achievements were celebrated. Some children subsequently moved on to a more mobile group.

6. What could have been better?

We would love for all our children to attend every week, but with such complex needs and weakened immune systems, it is inevitable that some children will occasionally miss a session. The attendance in this group was very good – almost 80% for the term, but we continually monitor attendance and have systems in place to ensure children can attend as often as possible.

7. What were the results (outcomes) of your project?

Young children with physical disabilities were able to attend weekly sessions with their parent or carer. Each of the children in the group made progress in all areas of their development. Parents/carers were supported, by learning skills they can use at home in every day life and by meeting other parents with a disabled child/children. Children are helped to reach their full potential and to gain maximum independence in later life. Small Steps also helps children in their transition into school or nursery by providing outreach, disability awareness and workshops for parents.

8. How has this project helped you to sustain your work with disadvantaged communities?

Small Steps does not receive any statutory funding and relies totally on donations, fundraising events and grants to continue to operate. Now in it's 21st year, we aim to continue to support families with disabled children across London and the South East. We currently help children from a total of 19 different boroughs, with Wandsworth being the largest cohort.

9. What benefit did your organisation or your beneficiaries get from you attending Thinking Partners, the CCG AGM?

The Thinking Partners meetings we have attended have given an insight into what other community projects are offering in the local area and will also hopefully signpost families to us in the future. We have already had visits from 2 local GP's, as well as Physiotherapy students from St George's who have adopted us as their Charity of the Year. We now also offer placements for Conductive Education students.

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10. What are the health and wellbeing priorities of your beneficiaries?

Babies and young children with physical disabilities including cerebral palsy, global development delay and other genetic syndromes affecting movement and posture.

11. What recommendations do you have for how health services can be improved? Please indicate, if known, which level of health or social care the recommendations apply to. For support with this please see the National Involvement Standards to support your thinking.

National Level (Strategic)

More consistent early intervention strategies.

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Local Authority – Council

Service provider (Operational)

Your organisation / group

We would like to continue to work closely with local community health partnerships including Health Visitors, GP's, Paediatricians etc.

Individuals

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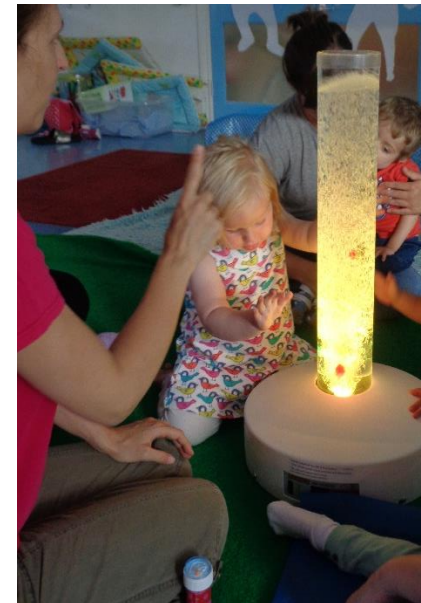
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12. Please add anything else that you would like the Clinical Commissioning Group to know about your project and where possible include quotes, photos and stories about your project and its beneficiaries. (The CCG may use these materials on social media/ online to promote areas of good community practice.)

Photos from the Tuesday afternoon group:



Standing balance to kick the ball.....



Sensory stimulation at the Bubble Tube

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Some comments from Parents:

“Always great service & staff is very helpful & friendly. He took his first steps independently. And learnt the colours (can match them). Learnt move hands. He can stand on his own for nearly 1 minute”

“I am learning a lot of tips to help D build his strength, about equipment to help him & particularly the social aspects of the sessions for D. Have learnt/enjoyed the benefits of high kneeling, that gaiters will be good for him, how to get him to sit straight. He is socially more confident & better at paying attention to activity”.

“We really value & appreciate the effort & time spent at Small Steps. Please continue the great work. I feel that A has improved on her general awareness & interacting within the sessions. Her walking has improved hugely & I’ve enjoyed watching A’s confidence grow”.

“L has learnt so much since coming & gained a lot of confidence. Staff very lovely. Has learnt to stand straight, strength, colours, socialisation & to make movements with a walker & going to it to want to move around”.

“Fantastic charity – an amazing resource for the most needy children. Has learnt / enjoyed much more standing – gained confidence. Also holding 4 point kneel & crawl position. Thank you all so much 😊”



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Please return your completed report by Monday 17th December 2018 to:

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