



## Partnership

### Working in Partnership with **Parents and Other Agencies**

#### **Policy Statement**

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents to support as appropriate. We will never share your data with any organisation to use for their own purposes.

#### **Objectives**

- We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.
- We also recognise the important role parents must play in the day-to-day organisation of the provision.
- We inform all parents of the systems for registering queries, complaints or suggestions.
  - We provide parents with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty
  - Parents are made to feel welcome in the setting; they are greeted appropriately
  - Every effort is made to accommodate parents who have a disability or impairment.
  - The expectations we make on parents are made clear at the point of registration.
  - There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
  - There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality including sharing information about their child's needs, likes, achievements and interests
  - Key persons support parents in their role as the child's first and most enduring educators.
  - Key persons regularly meet with parents to discuss their child's learning and development and to share concerns if they arise.
  - Key persons work with parents to carry out an agreed plan to support a child's special educational needs.
  - Key persons work with parents to carry out any agreed tasks where a child protection plan is in place.
  - According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.

Policy No: 46

- Parents are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two.
- There are effective means for communicating with parents on all relevant matters and complaints procedure for parents and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- Information about a child and their family is kept confidential within the setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- We consider parents views and expectations and will give the opportunity to be involved in the following ways:
  - settling in their child to the agreed plan according to our settling in procedures
  - taking part in children's activities and outings
  - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
  - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
  - taking part in discussion groups, attending meetings in venues that are accessible and appropriate for all
  - taking part in planning, preparing, or simply participating in social activities organised within the setting
  - We consult about any new developments and other matters as they arise
  - Ofsted and setting contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained

### **Partnership and signposting to other agencies**

- We are committed to ensuring effective partnership with other agencies of children and when necessary, we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents.

including:

- ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education
- local authority early years services about the EYFS, training and staff development
- local programmes regarding delivering children's centres or the childcare and early education element of children's centres
- social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
- child development networks and health professionals to support children with disabilities and special needs
- local community organisations.

Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.

### **Procedures for sharing information about children and their families with other agencies**

- The procedures for sharing of information about children and families with other agencies are set out in our Privacy Notice, the Information Sharing Policy, Safeguarding Children Policy, and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the Pre-school and their professional roles are respected.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the Pre-School and do not have individual access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.

Policy No: 46

In compliance with the Welfare Requirements, the Pre-School has the following:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

### **Legal references**

Childcare Act 2006  
Education Act 2011