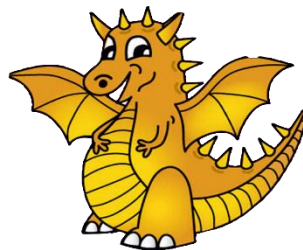




Wessex
Learning Trust
We Learn Together!

Early Years: Working in Partnership with Parents and Other Agencies Policy



Date approved by Trust Board: September 2024
Review Date: September 2027

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Wessex Learning Trust
Working in Partnership with Parents and Other Agencies Policy

This policy will be reviewed by the Board of Trustees every three years.

A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style with a large, looped initial 'G'.

Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 01/09/2024

A handwritten signature in black ink that reads "Paul Jacobs". The signature is written in a cursive style with a large, looped initial 'P'.

Signature:

Name: Mr Paul Jacobs

Position: Chair of the Board

Date: 01/09/2024

1. Aim

1.1 The Wessex Learning Trust actively promotes partnership with parents and carers and recognises the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents and carers to support as appropriate.

2. Objectives

2.1 We believe that parents and carers are our children's first and most enduring educators and our practice aims to involve and consult parents and carers on all aspects of their child's well-being.

2.2 We also recognise the important role parents and carers must play in the day-to-day organisation of the provision.

2.3 Providers must share the following information with parents and/or carers (taken from the Statutory Framework 2024)

- How the Early Years Foundation Stage (EYFS) is being delivered in the setting, and how parents/carers can access more information
- The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents /carers can share learning at home
- How the setting supports children with special educational needs and disabilities
- Food and drinks provided for children
- Details of the provider's policies and procedures – making copies available on request. This includes the procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting. (See our Wessex Learning Trust policies for further guidance)
- How staffing in the setting is organised
- The name of their child's key person and their role
- A telephone number for parents/carers to contact the provider in an emergency

2.4 We consider parents and carers views and expectations and will give the opportunity to be involved in the following ways:

- Sharing information about their child's needs, likes, achievements and interests
- Contributing to their child's two-year progress check list. See Wessex Learning Trust's Progress Check and Age 2 policy
- Settling in their child to the agreed plan according to our settling in procedures
- Informing the setting of any changes at home that may impact the child
- Taking part in children's activities and outings
- Contributing with ideas or resources as appropriate to enhance the curriculum of the setting
- Taking part in early learning projects, sharing with practitioners' knowledge and insights about their child's learning
- 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
- Taking part in planning, preparing, or simply participating in social activities organised within the setting

- Taking part in a parent forum to encourage the democratic participation of parents and carers in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
- Ofsted and setting contact details are displayed on a notice board in the setting. If parents/carers need to make a complaint they should raise it first with the setting Manager, if it is not resolved the Headteacher should be contacted. Details of the Wessex Learning Trust Complaints policy can be found on the website.

3. Partnership and Signposting to Other Agencies

3.1 We are committed to ensuring effective partnership with other agencies including:

- Local Authority early years services regarding the Early Years Foundation Stage and training and staff development
- 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 and other childcare providers
- Other multi-disciplinary teams such as School Nurse and Health Visiting services

3.2 Settings must share results of the Early Years Foundation Stage (EYFS) profile with parents/carers and explain to them when and how they can discuss the profile with the practitioner who completed it. For children attending more than one setting, the profile must be completed by the setting where the child spends the most time. If a child moves to a new setting during the academic year, the original setting must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the profile.

3.3 Year 1 teachers must be given a copy of the profile report. Reception teachers, or early years practitioners where the profile has been completed for a child who has remained in registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should help inform a discussion between reception and Year 1 teachers about the child's stage of development and learning needs and assist with the planning of activities in Year 1.