



SEVENOAKS
PREPARATORY SCHOOL

PARTNERSHIP WITH PARENTS/CARERS AND OTHER PROFESSIONALS POLICY

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Status and Review Cycle: Annual

Sevenoaks Preparatory School Early Years Department strongly supports the involvement of parents, carers, wider family and community for the benefit of children's personal, social and emotional development, without which growth in other areas of learning will not flourish. In order to build strong partnership with other parties involved in any child's development and learning, staff at Sevenoaks Pre-Prep School understand the value of reciprocal respect, openness, honesty and professional communication whilst at all times remembering confidentiality for the welfare of the children involved.

The Revised Early Years Foundation Stage Statutory Framework 2019 requires all Early Years practitioners to develop strong relationships and partnerships with parents of the children attending the setting and other professionals involved in any child's learning and development.

Under Section 3 – The Safeguarding and Welfare Requirements Statutory Framework states:

“Providers must maintain records and obtain and share information with parents and carers and all other professionals working with the child ...to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met”. (Point, 3.67)

Working with Parents

Practitioners at Sevenoaks Pre-Prep School Early Years Department use many approaches to bridge the gap of communication and partnership with parents.

For example, prior to any child starting in any class of the foundation years (Nursery, Kindergarten and Reception) we offer an induction and settling in programme (see Induction and Settling in Policy) in which we offer:

- As many visits to the setting (class) as parents feel necessary for the child's benefit
- Open mornings
- Home visits (see Home Visits policy)

Once the child has started within his/her year, the setting offers parents:

- An open door ethos which invites parents to discuss with practitioners at pick up or drop offs any immediate concerns about their child
- Daily contact books
- Tapestry Learning Journals which contain all of the children's records of development during their lives in the whole of the Early Years Department. This journal continues from Nursery to end of Reception. Parents have access to all information held by the school about their child in accordance with the Data Protection Act 2018
- Opportunities throughout the year for parents to discuss their child on a formal and informal basis. This varies across the Early Years year groups.

Staff at Sevenoaks Prep Junior School strive to create a rapport of trust and close partnership with parents. We aim to gain this through the continuous use of egalitarian language and non-judgemental attitudes.

Working with other Professionals

The need to work with other professionals for the benefit of children may arise at any time during the course of any academic year.

A multi professional or multi-agency team can include:

- Early Years professionals
- Teachers
- Speech and Language Therapists
- Family Support Worker
- Health Visitors
- GP

Sevenoaks Prep School benefits from the presence of in situ multi professionals such as:

- Mrs Shere; Head of Learning Support
- Mrs Beugeling; Assistant SENCO, EAL Co-ordinator
- Mrs Morris; EYFS Learning Support Co-ordinator

Such professionals have built strong relationships with their colleagues within the school and, over the years, have built a portfolio of outside agencies and professionals who specialise in various sectors of children's developmental needs.

Once again their relationships with other professionals remain based on the same ethos of equality, professionalism, openness and confidentiality throughout.

The main purpose of this policy is to ensure children's welfare, learning and development is paramount. We believe this will be best achieved when 'The Team around the Child' model is followed as described in the Every Child Matters Green Paper, issued by the Government in 2006.

"Children do not distinguish their needs based on which agencies run which services – neither should we"

Other policies links:

- Confidentiality Section of "Documentation and Information Policy"
- Settling in and transition Policy
- Home Visits policy