



LONGRIDGE TOWERS SCHOOL

JUNIOR DEPARTMENT

Parental Partnership Policy

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Introduction

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (DfEE Guidance: Schools, 'Parents' and 'Parental Responsibility'.)

EYFS key themes and commitments

A Unique Child Positive	Relationships Enabling	Environments	Learning and Development
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1.2 Inclusive practice 1.4 Health and wellbeing	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Procedures

- We consult with all parents to find out what works best for them, the needs of their child and that of their family.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We reassure parents that we maintain confidentiality unless it is not in the best interests of the child.
- We encourage and support assigned parent-governors to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their children's written developmental records at all times.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting through invitations to share their knowledge.
- We welcome and record the contributions of parents, in whatever form these may take.
- Daily Learning Journals allow and foster good communication between parents and the setting.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Information is sought from previous settings prior to a child entering LTS.

- Parents are made aware of the appropriate procedures should they have any cause for concern.

In compliance with the Welfare Requirements, the following documentation is in place:

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

Other documentation to consider is the Transitions and Settling-In Policy

S J Phillips
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