

General Welfare Requirement: Organisation

Glebe House School Early Years Staff 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.

Partnership

4.6 Working in partnership with other agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- The Manger or Deputy Manager in her absence, meet regularly at the Local Children's Centre to keep informed of local developments and to share ideas with other agencies such as Childminding Matters, Adult Education, Home Start, Health & Early Help etc and refer any knowledge back to relevant departments in the school. This is done formally through attending Advisory Board meetings & Safeguarding Practice meetings and informally through organising events together.
- Procedures are in place for sharing of information about children and families with other agencies; please see relevant consent forms for Information Sharing. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs and Disabilities 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 setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have 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.
- 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. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.
- We have a member of staff who has been on various Early Support training sessions, and various publications are available in the Nursery Office for staff to update their knowledge or share information with parents who require support for recent diagnosis of SEND.
- Our staff are aware of Family Support Process (FSP) and several staff have now attended the necessary training to make referrals if needed.
- The manager in liaison with Children’s Centre organise the Smithdon Cluster EYFS Peer Support Group for other local reception classes & early years settings to share good practice.

This policy was adopted at a meeting of	Glebe House School Nursery	name of setting
Held on	March 2018	(date)
Date to be reviewed	March 2019	(date)
Signed on behalf of the management committee		
Name of signatory	Susie Pull	
Role of signatory (e.g. chair/owner)	Setting Manager	

N.B. Various publications are available in the Nursery Office to support parents about numerous issues they may have, and if we can't find the right one we will research how to help them through consulting other agencies such as Action for Children in Hunstanton etc.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place;

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

This policy was adopted at a meeting of	<u>Glebe House School Nursery</u>	name of setting
Held on	<u>June 2017</u>	(date)
Date to be reviewed	<u>June 2018</u>	(date)
Signed on behalf of the management committee	<hr/>	
Name of signatory	<u>Susie Pull</u>	
Role of signatory (e.g. chair/owner)	<u>Setting Manager</u>	

Other useful publications

- Looking at Learning Together (2005) PLA
- Complaint Investigation Record (2012) PLA
- Early Help Update magazine