

Workshop 4

Partnerships & Information Sharing



**achieving
for children**

Agenda



- Partnership models and benefits
- Partnership principles and things to consider
- Information sharing with parents
- Safeguarding
- Sharing information on learning & development
- Information sharing and SEND
- Activity
- Information sharing tool

DfE Operational Guidance (2017)

Splitting provision between providers

“Local authorities may wish to use the parental declaration form to enable parents to indicate at which provider they are taking the universal 15 hours free entitlement and, where appropriate, pass this information onto the provider”.

“If a parent ceases to meet the eligibility criteria for 30 hours, the parent may choose which provider they continue to take up their child’s universal 15 hours entitlement”



What is a 'partnership'?

Working with other providers to meet demand and enable parents to access 30 hours funding whilst being able to attend your setting.

Being involved in the shared care of children with other providers.



Partnership Models

On site
partnership



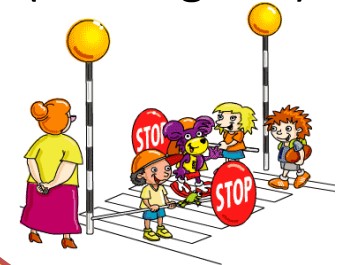
Parents making
arrangements
with multiple
providers



Signpost to other
providers



Working together
partnership
(walking bus)



Benefits of partnerships

Sharing
good
practice

Developing
relationships

Improved
information
sharing

Professional
development

Staying in
business

Peer-to-
peer
support

Partnership Principles

Partner 1

Partner 2

Safeguarding processes & procedures

Admissions processes & policies

Own Contracts & Terms and Conditions

Own complaints process

Own Ofsted rating

Claim own funding

Safeguarding processes and procedures

Admissions processes & policies

Own Contracts & Terms and Conditions

Own complaints process

Own Ofsted rating

Claim own funding

Essential communications

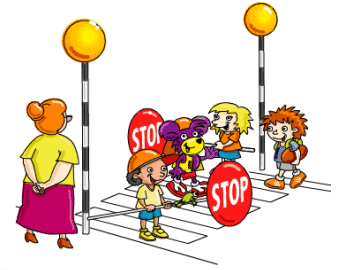
Information sharing

Transitions

Clear Partnership agreement



Partnerships: Things to consider...



Working together in partnership

Establishing where **responsibility** begins and ends

Agreement on **priority of admissions** between providers

Communicating availability of places

Transition and information sharing practices

Staffing needs (where there is a walking bus)

Assessing risks – e.g. risks of a walking bus

Information Sharing

Centred around the benefit,
well-being, learning and
development of the child



Information Sharing – A Duty

A2.13 Encourage providers to work with parents to ensure continuity of care for children and effective transitional arrangements to support children’s learning and wellbeing when enabling children to take up their free place at more than one provider or on more than one site.

-Early Education and Childcare Statutory Guidance, March 2017



3.68 Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.

-Statutory framework for the EYFS, April 2017.



Risks of Mixed Provider Approach

With the introduction of the extended entitlement you may find that you are involved in the shared care of children with other providers.

This can lead to disruption and challenges if good practices and procedures are not put into place:

- Differing approaches and styles adopted at different settings can be confusing for the child
- Repetition of activities/topics at different settings can be a missed opportunity to enrich child's learning experience, can risk child getting bored
- Timetables at different settings may not allow time for consistent and supportive routines: e.g. appropriate time for resting and opportunities for learning/play
- Different approaches to managing behaviour can be confusing
- Too much assessment, 'assessment overload'



Question: What does information sharing mean in a 30 hour context?

Importance of Information Sharing

Information sharing is key to mitigating the potential risks/challenges of the mixed provider approach.

- Puts the child's safety first
- Ensures child's best interests are met
- Enriches the child's daily experiences
- Provides consistency in the child's experience at different settings
- Protects the child's emotional well-being
- Ensures smooth transitions/transfers between settings
- Joins up partnerships between parents and setting
- Enhances child's learning and development and ensures child's progression



Your Good Practice



Do you have any examples of your own good information sharing practices?

Involving Parents

2.2 Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

-Statutory Framework for the EYFS, April 2017



**Statutory framework
for the early years
foundation stage**
Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017
Effective: 3 April 2017

What to expect, when?

Guidance to your child's learning and development
in the early years foundation stage



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for Education



How to use this guide

Involving Parents



Good practice tips:

- ✓ Joint meetings: settings to coordinate and set joint periodic meetings with parents so both can give feedback
- ✓ Joint home visits
- ✓ Information sharing passport: should include an overview of a child's needs, likes and preferences completed by the parents and shared with all settings
- ✓ Daily communication diary: all settings and parents should contribute to this

Can you think of any more solutions?

Safeguarding

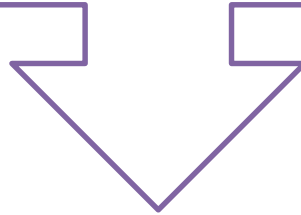
- Follow your safeguarding policy and procedures
- Working in partnership with parents and communication is key in safeguarding the children in your shared care for example knowing the child's routine and transitions throughout the day
- Meet up to discuss policies and their approach to safeguarding for example how you would keep each informed if you had any concerns about a child
- Agreement with parents on information sharing for example sharing contact details, ensuring you have up to date emergency contact details, medical conditions, SEN
- Ensure you discuss transfers to and from each setting and what could go wrong and devise a joint procedure to mitigate any risks
- Being aware of any allergies or medication for example is there a healthcare plan in place



Learning & Development

Information that should be shared:

- Planning: Taking account of the other provider's planned activities and theme/concept
- Systems of observations and assessments: understanding what systems are used to record and track observations and assessments
- Assessments: contributing information about what stage of development the child has reached
- Spontaneous observation: Action or interest that may impact on or support a child's engagement and enjoyment across all settings



Practical solutions:

- Key person from each setting to share planning: through routine meetings or emails
- Joint termly meetings to include key person for the child from each setting and parents: face-to-face, Skype or phone meetings
- Shared access to assessment and observation systems: IT programmes designed to capture data from observations, e.g. Tapestry (ensure you have parental consent to do this)
- Visit each other's settings to share good practice and understand child's learning environment

Information Sharing & SEND

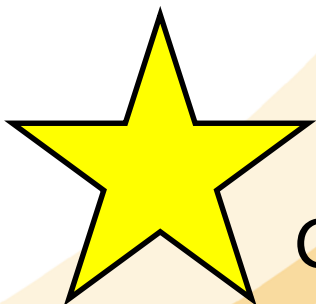
In a mixed provider model there may be different levels of experience and training around SEND and this can benefit all settings involved.

When sharing the care of a child with SEND settings must take particular attention to ensure that there is:

- Consistency in approaches to learning and development to achieve the best outcome for the child with SEND
- A common message is communicated to parents, e.g. encouraging similar approaches to tackling developmental/behavioural issues at home and vice versa
- Ongoing communication to avoid incidences of double referrals, e.g. who makes the referral for an EHCP?
- Understanding the role of other professionals involved with the child (e.g. SLT) and an ensuring that advice is shared with all involved (parents and settings)
- Sharing individual target plans



Information Sharing & SEND



Good practice tips:

- ✓ Avoid duplication of meetings: arrange a joint review of 'targeted plans' or EHCP. Parents are more likely to be able to attend and contribute if the number of meetings is minimised.
- ✓ Rather than making multiple referrals, share information and assessments to jointly complete a referral, this would not necessarily mean actually taking time out to meet
- ✓ If the child has attended one of the settings for a long period and then accesses another setting the former will have a good deal of evidence and experience that the newer setting could draw on

Information Sharing Activity

Scenario: While at the breakfast club, Johnny's key person notices that Johnny is not himself and seems tired. He has a few accidents and has run out of a clean change of clothes. Johnny will later be transferring to the school and will then be picked up by his childminder.

Question: How will you manage this communication process and ensure that the staff at all the settings will be able to tell Johnny's parents about his progress in the day when he is picked up?

Activity: Work in a group of 3 with each taking the role of either the breakfast club, school or childminder and discuss how you would manage this.



Involving Parents: Information Sharing Passport

Early Years Information Sharing Passport

Child's name: *Ryan Soliman*

DOB: *02/04/2014*



Footprints of my day		Monday			Tuesday			Wednesday			Thursday			Friday				
Provider	Contact	Before 9am	AM	PM	After 3pm	Before 9am	AM	PM	After 3pm	Before 9am	AM	PM	After 3pm	Before 9am	AM	PM	After 3pm	
Sunny Preschool	020 8775 7777		✓				✓					✓						
Sue Spark (childminder)	0778 888 8888	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓




Things I like 😊 -Trains -Animals -Sand -Messy play	Things I do not like -Lunch -Water -Loud noises	When I am happy I -Play with my friends -Cuddle my teacher -Sing
When I am sad I -Like to sit alone -Cry -Want my mummy/teddy	Things that help me when I am distressed -My teddy -Photos of my family -Stories -Humming	Things that make me feel safe -The teachers -Mummy -My blanket
I am good at -Singing -Playing with my friends -Jumping	I need help with -Putting my shoes on -Asking for a drink	Other languages that I speak/or hear at home are:
Medicine I take regularly:	My special needs/unique needs:	My cultural and religious events:
Siblings: Big brother Bobby at <u>Latchmere School</u> (Year 1)	Allergies:	Other:

Involving Parents: Information Sharing Passport


Provider 1

Name: *Sunny Preschool*
 Type of Provider: *Preschool*
 Specialism: *Montessori*

Hours the child attends: -Monday: 9-12 -Tuesday: 9-12 -Wednesday 1-4	Key person info: Name: <i>Sandra Callum</i> 	How/when will outdoor provision be accessed? No outdoor area, occasional trips to the local area to support learning and development
Method and system of observation and assessment: <i>Moving On</i>	Meals/snacks: -Morning snack -Afternoon snack	Other:
When/how often are assessments carried out? Termly assessments carried out at every half term		

Provider 2

Name: *Sue Spark*
 Type of Provider: *Childminder*
 Specialism: *N/A*

Hours the child attends: -Monday: 7.30-9am and 12-6pm -Tuesday: 7.30-9am and 12-6pm -Wednesday: 7.30am-1pm and 4-6pm -Thursday: 7.30am-6pm	Key person details: Name: <i>Sue Spark</i> 	How/when will outdoor provision be accessed? I have a garden and we go on daily trips to the local park/shops/community
Method and system of observation and assessment: <i>Small Steps</i>	Meals/snacks: -Breakfast (7.30-9am) -Morning snack -Lunch (12.30-1pm) -Afternoon snack -Evening tea/dinner	Other:
When/how often are assessments carried out? Termly assessments carried out at every half term		



THANK
YOU!

Please complete our evaluation survey