

Parents/Carers as Partners Procedure



UNCRC states:

Article 5: (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 18: (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

The aim of this procedure is to ensure that parents/carers feel included in the life of the setting and valued in relation to their child's learning journey at Laurencekirk Nursery. To ensure that positive relationships are made between staff and parents/carers, we aim to build these from the very start and ensure that families feel secure and comfortable within the setting. A key worker system is used, as in a large setting like ours, it supports strong relationships being made quickly. Staff are aware of the importance of building these positive relationships to ensure that appropriate and relevant information is gathered and shared to best support the child and family.

The following procedure has been written based on *Early Learning and Childcare Admissions Policy 2023/24, Aberdeenshire Council; Health and Social Care Standards My support, my life* (regarding descriptive statements 1.15, 3.7 & 3.19) Care Inspectorate, 2017;

Settling in

- We make arrangements for the child and parents/carers to visit the nursery so that they can familiarise themselves with the setting.
- The child and parent/carer are introduced to their keyworker and will have the opportunity to share information about their child.
- We deal sensitively with the child's readiness to leave the parent/carer and the parent/carer's readiness to leave the child.
- We stagger the visits so that each family has time and space to get to know the setting.
- We provide feedback to parents/carers about how their child is coping in the nursery and allow families to ask any questions.
- We provide every child with a personal plan to ensure we are meeting their individual needs. Information is obtained through the initial paperwork and the key worker(s) contact the parent/carer to discuss this further. This is updated 6 monthly or sooner if required.

Laurencekirk Nursery

- Parents receive updates on what the children have been doing via Learning Journals, Facebook and face-to-face feedback.
- If the child is particularly unsettled coming into nursery, staff will contact the parent via the nursery mobile to inform them if/when the child has settled.

Ongoing Involvement

Parents/carers will have regular opportunities to spend time with their child in the setting through a range of experiences such as:

- Stay & Play sessions
- Parent helpers for trips/excursions
- Parent/carer skills sessions

Parents/carers will also be involved in the life of the setting through the following methods of engagement:

- Parent/carer home interests linked to planning
- Learning Journals - Learning from nursery and home
- Facebook updates (closed group)
- Email updates
- Soft start/end of session where staff are available to chat
- Open events - Sports Day, Coffee morning etc

Primary 1 Transition

Transition is planned very carefully with all children and families needs considered. An overview is shared with parents/carers and partner providers. Parents/carers are given the same opportunities regardless of what setting their child attends to visit the school and information evening as well as the planned transition events. Information is shared via email and the Transition Facebook page so that parents/carers feel involved and supported throughout this stage.

Additional Support Needs

Each child will have a personal plan based on their individual needs and from information shared by parents/carers. Where children have specific additional needs such as medical needs, behavioural challenges or wider world factors a support plan may be implemented to identify and best support these needs. If required, a child who has significant additional support needs may have an Individual Education Plan (IEP) which evidences the support given to the child. Additionally, it may be necessary to hold a Child Action Planning Meeting (CAPM) where the lead professional will invite all involved agencies as well as the parents/carers to a meeting to discuss the child's needs and create a plan from this which is shared with all involved people. The parent/carers voice is actively sought and encouraged throughout this process.

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