

# Parents and Carers as Partners

EYFS: 1.10, 3.27, 3.72, 3.73

At Wirral Montessori Academy, we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the academy.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the academy
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the academy at any time and provide an area where parents can speak confidentially with us as required
- Ensure academy documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the academy's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times on the academy website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days and parents' evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of snacks and drinks provided for children and events through regularly distributed newsletters/the academy website
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in the academy and at home. Parents are given the name of the key person of their child and their role when the child starts

- Inform parents on a regular basis about their child's progress. Parents' evenings will be held at least twice a year. The academy will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the academy including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the academy, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the academy regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the academy supports children with special educational needs and disabilities

<b>This policy was adopted on</b>	<b>Signed on behalf of the academy</b>	<b>Date for review</b>
<i>May 2017</i>		<i>April 2018</i>